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SIMPLIFIED
PHONETIC SHORTHAND.

AN

AMERICAN EXPOSITION

OF THE

ISAAC PITMAN PHONOGRAPHY,

Prepared by the Teachers

OF THE

NEW YORK BUSINESS COLLEGE,

NEW YORK, N. Y.

NEW YORK:

1896.

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PUBLISHER'S PREFACE.

These Lessons in Isaac Pitman's Phonography, and the Language Lessons accompanying them, have been prepared chiefly by William Hope, A. B., C. A., the senior shorthand instructor of the New York Business College. The work of the subscriber has consisted largely in revision and arrangement.

Mr. Hope has been a practical reporter and teacher of shorthand for thirty years. His success as an instructor, the field to which he has more recently been devoted, has been rarely equalled and never surpassed, as thousands of grateful pupils willingly testify. His ability and authority as a stenographer are equally unquestioned. It is therefore confidently believed that in offering the fruit of his experience to shorthand students, we present a plan of study which will greatly lighten their labors.

Language, Correspondence, Typewriting and Penmanship Lessons are now in press which will make a fitting accompaniment to the Short-hand Lessons. It is believed that they will afford exercises in spelling and longhand writing, punctuation, capitalizing, word studies, letter writing and composition which will result in the greatest benefit to the ambitious student. They are so arranged as to meet the demands of the student's progress, and if faithfully mastered, in accordance with directions, will render that progress thorough and rapid.

The subscriber extends his grateful acknowledgements to his co-laborers for the untiring zeal and energy they have shown in preparing this work.

CLEMENT C. GAINES.

1st August, 1896.

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ADVANTAGES OF SIMPLIFIED SHORTHAND.

Brevity, Simplicity, Comprehensiveness, Completeness.

These Lessons are in complete accord with the latest Isaac Pitman Phonography and all the well-edited Pitman shorthand magazines.

The simplest and most frequently-used principles are presented and applied first; the more difficult come later.

No duplicate letters, or letters written upward and downward, are used until easy matter can be written with facility.

No form once learned requires to be changed. The words practiced in the Theory Lessons are written in the same way when reporting.

Position is taught from the first; but all words that are not contractions are vocalized, in every Lesson, in order to facilitate progress.

All contractions, not in conflict with principles learned, are used as soon as each principle has been explained and the Exercises practiced.

Each Lesson occupies only one page, and no principle, except the halving, requires for its elucidation more than one Lesson.

The first thirty Lessons, of one page each, clearly explain and fully illustrate, all the principles of Isaac Pitman's shorthand.

The next forty Lessons contain Correspondence Speed Practice, with full instructions how to become successful amanuenses.

The last thirty Lessons prepare for verbatim reporting, and furnish sufficient practice to enable students to become very fast writers.

The Amanuenses' Speed Practice has never before been printed. It is the result of thirty years' teaching of the Isaac Pitman system.

The Reporting Lessons and Instructions are the result of knowledge acquired through years of actual reporting work by a successful teacher.

American teachers, with these Lessons, will produce faster and more accurate writers than was possible before in the same time.

Quality, not quantity; simplicity, not complexity; business requirements, not philosophical dissertations, have been the great aim.

The Pitman text-books are printed from engraved characters which no writer can conform to. These Lessons are reproduced from script executed by the senior shorthand instructor of the New York Business College, and are easily imitated by the student.

They are the production of American brains and American labor; and the entire Theory and Practice is complete in one book.

INTRODUCTION.

The greatest minds among the Greeks, Romans, Egyptians—indeed, all nations—from the earliest times, have unceasingly exerted their best energies to invent a system of shorthand that would record verbatim the eloquent utterances of their most distinguished speakers. Until the fifteenth century, however, no attempt was made to invent a shorthand alphabet. Single letters were employed to represent words, and arbitrary signs represented whole sentences, and sometimes entire paragraphs.

From the publication of Timothy Bright's system in 1588 until the invention of Phonetic Shorthand by Sir Isaac Pitman, of Bath, England, in 1837 over two hundred systems appeared and disappeared in the British realm.

The Ends Sought.

Previous to the invention of Isaac Pitman's shorthand, the people of England and America, like the ancients, believed that shorthand was of no use except for reporting, because nobody, except the writer, could read the notes. When Pitman invented his shorthand alphabet and, with the assistance of distinguished educators and experienced reporters, built up his system of phonography, he had a threefold object in view :

1—To give those who had memoranda to make a more elementary method of writing, plain, simple, easily acquired in a few weeks, and capable of being executed at the rate of fifty or sixty words per minute.

2—To develop a style of writing for the use of business men, ministers, physicians, authors, scientific investigators and others, who would acquire through a few months' study the ability to write one hundred words per minute, with the ease of speech and the legibility of print.

3—To establish a system of reporting for those who sought to record the eloquent orations of public speakers at the rate of three hundred words per minute, when required.

Alphabetic Signs for Elementary Sounds.

Phonography differs from all other systems in that it is based upon the elementary sounds of spoken language. Previous systems simply endeavored to represent ordinary spelling. If there are forty sounds in the English language, then there should be forty signs to represent these sounds; and it is not improbable that to this fact, more than to any other, the art owes much of its popularity.

The development of the system was watched with interest, and fostered with care, by experienced teachers and expert stenographers of phonetic societies throughout the world. The impractical elements were gradually removed; the lengthy alphabetic outlines were abbreviated by the introduction of new shortening expedients; hooks, circles and loops were provided for frequently occurring letters; contractions were invented for the more common words, and entire syllables, initial and final, were represented by one inflection of the pen. Finally, the use of phonography brought the system to such a degree of perfection that its practitioners undertook and satisfactorily performed the most arduous reporting.

All Honor to Sir Isaac Pitman

for the part he took in its invention and subsequent development; but in justice to others we must emphasize the fact that the system is not the work of its reputed author alone. It is the product of the combined labor and genius of thousands of experts in America, as well as in England and Canada, many of whom have made for themselves names that will last as long as the phonographic art itself shall last.

His singleness of purpose in the great work has been rewarded, and his success is complete. The English government has made special grants of public monies for instruction in Isaac Pitman's shorthand. School children, of the rich and poor alike, are taught the elementary style, and adults and business men apply it to correspondence, bookkeeping, legal documents, insurance, abstracting, telegraphy and all the varied business of every-day life. It has become, in England, an accepted medium of written communication, while the impassioned flights of the greatest English and American orators are also caught and recorded with the ease of human speech.

Its Educative Value Unsurpassed.

But the most far-reaching result, and one which was perhaps unthought of by its early patrons, is the immense importance of phonetic shorthand in acquiring a thorough, accurate knowledge of the English language. Being founded on a scientific and rational basis, its value in this particular cannot be over-estimated. Within the last ten years the most wide-awake and progressive educators of this country have introduced it into many of the American public schools. Its great value and popularity as an aid to the rapid acquirement of the common school branches, has induced the Board of Education of New York, within the past few years, to introduce it into the grammar grades of its public schools. Out of the five hundred answers to inquiries as to its value, from an educational point of view, there is not a lukewarm reply, the usual testimony being, that the lower the grade, the more satisfactory the result.

Examples can be multiplied a thousand-fold; but the educative value of Isaac Pitman's shorthand is now too well known to need illustration. It is the natural out-growth of this intensely active and progressive century. The railroad and the steamship save time in travel; the telegraph and telephone annihilate distance; the rotary press has revolutionized the art of printing; and the tedious slow-coach

known as "longhand" is rapidly being superseded by the new and electric locomotive, "shorthand."

Especially in Acquiring Good Use of Language.

In every case, in all countries, without any exception, it is the universal opinion of teachers that the pupils' knowledge of their own language has been remarkably increased. Educators who have not taught shorthand know nothing of the delight with which young people take hold of the study, and are ignorant of the fascinating effect it has upon all students as its beauties are daily unfolded.

When it is known and remembered that for six months, on the average, the expectant amanuensis has been analyzing words, writing them according to their pronunciation, giving their meanings; has been made to correctly spell them through daily transcription on the typewriter; has been hearing and writing daily instructions in punctuation, capitalization and rules of grammar, no one need be surprised at the great improvement made in oral and written expression. And add to these elementary advantages the fact that shorthand students write every day from dictation all kinds of matter, including correspondence connected with grocery, dry goods, furniture, hardware, banking, insurance, commission, brokerage, railroads, shipping, foundries, manufacturing establishments; with specifications, contracts, real estate conveyances, wills and other legal forms; with medical lectures, proceedings of political conventions, religious gatherings, extracts from English and American literature and history, editorials from daily newspapers, etc., and some idea may be gained of the immense value a course in shorthand is to the student, not only as an aid in acquiring facility of expression in the English language, but also in increasing his general information and intelligence. Shorthand has also a value in getting

Bread and Butter

that places it in the front rank of educational accomplishments. The history of young people, in the lowly walks of life, is replete with incontrovertible facts illustrative of the great importance of shorthand as a stepping-stone in making a start. Take a single example: Stanley Browne was a carpenter's apprentice in the city of Washington twenty years ago. Later, he was induced to study shorthand. Within a year he was employed to take occasional reports in Congress. When Garfield was elected President, Browne was chosen as his shorthand secretary. Soon after, while the lamented President lay dying from the assassin's bullet, the world hung breathless on his words, which were caught by young Browne and sent from the sick-chamber to millions of sympathizing hearts. He afterwards married the martyr President's daughter.

While the practice of other arts and sciences is limited to one occupation, the stenographer finds his art the "open sesame" to all branches of commercial enterprise. There is for him a desk in the bank, even at the directors' table, and a seat in the insurance office. There is a place for him on the staff of the newspaper, or in the study of the man of letters; and the merchant, the lawyer and the railway official believe his services indispensable to the successful conduct of their business.

A Dollar and Cents Comparison.

Young people may generally attain to a fair knowledge of bookkeeping and accounts in from three months to a year. The assistant bookkeeper, salesman and office boy may receive from three to ten dollars a week for their services when capable of doing practical work. Isaac Pitman's shorthand, under the same conditions, may be acquired in the same length of time, but the accomplished amanuensis will be offered about double the wages paid to any other clerk. This pecuniary benefit should not be forgotten.

Besides this great, sometimes treble, advantage in cash, the very nature of the stenographer's position makes it one of large responsibility, giving him an insight into the firm's affairs not possible to other employees. These opportunities of the stenographer for advancement are so many and frequent, that not one in ten makes shorthand a life-long vocation. Having acquired a thorough and comprehensive knowledge of the business, he is most likely to be promoted, when a vacancy occurs, to a higher and more lucrative position. Thus the occupation is congenial and instructive, the hours are fewer than in any other branch of clerical work, and the salaries are much larger.

We Believe in Isaac Pitman,

and, for this reason, we teach and publish the Isaac Pitman System of Shorthand in these Lessons without adulteration. We have not attempted to alter or improve, but to present the system in its purity. We have many reasons for this course, among them the following :

Because the development and improvement of the system has not been the unaided work of one man, but the ripe, rich fruit of the brains and experience of ten thousand eminent teachers and expert reporters in all the English-speaking countries of the world ;

Because it is quickly learned, easily written, and as legible as print ; while with it the hand is able to keep pace with the most rapid vocal utterance, no matter how difficult or technical the subject matter may be ;

Because far more books have been printed in this system of shorthand, which students and writers may read and study, than all the other shorthand systems combined ;

Because authors, ministers, medical practitioners, lawyers in court, judges on the bench, scientists in their laboratories, compositors at the case, business men in offices—everybody who has learned it can read each others writing, on any subject, in less time and with greater ease and pleasure, than average longhand.

But a far more important and weightier reason than any of these has led us to select Isaac Pitman's shorthand. Like the English language, it is rapidly becoming universal, and is undoubtedly destined to be the principal vehicle of written communication between all classes, in every English-speaking nation of the world. It is true that we have at present in America a few other systems of shorthand capable of doing reporting work in the hands of experts. It is equally true that in Central America we have Spanish ; in Brazil, Portuguese ; in Canada, French, and in the

United States, everything; but, despite their native vigor, other tongues have no power of propagandism, and are being fused in a mold that is emphatically English. It is the same with shorthand.

Some of His Disciples.

Benn Pitman followed the improvements suggested by experienced teachers and shorthand writers which had been adopted by his brother Isaac, up to the Ninth Edition of Phonography, in 1852. At that time he came to America, and became a publisher on his own account, but on personal and economic grounds refused to follow further improvements.

Graham, who was Isaac Pitman's agent in America at that time, could not see why he should not also derive pecuniary benefit by publishing Isaac Pitman's system; which has no copyright in America, under his own name. A year later, he and another gentleman published the Ninth Edition of Isaac Pitman's system, with a few changes, certainly not improvements, and called it "Standard Phonography." It has not been changed materially since.

Later, Longley's Eclectic pretended to take the best of every device known to shorthand writers and reporters, and fuse them into something better, but, unfortunately, the benevolent intention did not succeed. Munson had much the same desire, and much the same result as Longley.

Besides these, we have Burnz, The American Standard, Practical Phonography, Exact Phonography, and others, for a brief season, all strutting in the borrowed plumes of Isaac Pitman.

There have also been innumerable unsuccessful efforts to invent shorthand systems under the names of Light-line, Pernin's, Cross's Eclectic, New Rapid, Takigraphy, etc.—all one-man systems and incapable of legibility combined with a high rate of speed.

One Universal System.

These attempts will ultimately be absorbed by the original Isaac Pitman, upon whose work and inventive genius they have nearly all been built, as surely as the English language will absorb the different dialects and foreign languages in the British Colonies and other parts of the world.

The time will certainly come when shorthand must take the place of the ordinary longhand, the present cumbersome means of written communication, and then there will undoubtedly be a demand for a common system of phonography. If difficulties present themselves, because of the variety of interests at stake, Government would naturally cut the Gordian knot by the selection of one system that shall be universal. In our opinion that must be the Isaac Pitman system, on account of its superiority over every other system, and because its writers far exceed in number the writers of all other systems combined.

Progress in this Direction.

Already there are strong evidences of this greatly desirable result. The Isaac Pitman system is universal in England, Scotland, Ireland, Wales and Australia. It

has already absorbed Benn Pitman, Graham and Munson in Canada, and although but recently introduced here, is making rapid progress in the same direction in the United States. The public and many private schools of the city of New York have put out other systems and are introducing the Isaac Pitman. This will go on in schools everywhere until all the English-speaking nations will have one shorthand writing which will be as legible as print, and as easy of manipulation as the free-flowing English speech. The strongest influence in the bringing about of this desirable result will be the fact that wherever the pure, unadulterated Isaac Pitman shorthand is used, every writer uses the same forms, and can read every other writer's shorthand more easily than longhand.

While this is going on in America, the system is being adapted to all languages, and is now used in reporting French, German, Dutch, Spanish, Italian, Welsh, Marathi, Bengalee, Hindoo, Hungarian, Chinese, Japanese, Siamese, Fijian, Tongon and Malagasy. A few years ago a striking illustration of this adaptability of phonography to languages, other than English, was given by Mr. Thomas Allen Reed, of London, England, on the occasion of his visit to India, to report a scientific congress. Mr. Reed was a stranger to the language used by the delegates; yet, writing by sound, he followed the speakers in Hindostani, and reproduced his notes with accuracy. No mere stenographic system could have enabled him to perform so extraordinary a feat.

Wanted—A Better Text-book.

While we think the system is not capable of improvement at our hands, we are confident that its text-books are. The presentation of the system in the Pitman text-books is not suited to the requirements of American students and schools. In this opinion we are borne out by teachers in England and Canada as well as in America.

Our presentation of the principles, arrangement of the lessons, and the method of instruction are pre-eminently original with the faculty of the New York Business College, and are the result of actual teaching, and not the outcome of theory. The aim has been to make more easy and rapid the acquisition of the system by removing the many stumbling-blocks which at present hinder the student's progress. Of our success in this direction we have ample proof. We have always kept in mind that the essentials of a good text-book are comprehensiveness, accuracy and simplicity. The Lessons herein given will be found unique in plan, simple in treatment, and to conform to the latest and most successful methods of instruction.

‘The Complete Phonographic Instructor.’

The English shorthand text-book, published in America by Isaac Pitman & Sons, gives the same words in different forms to illustrate various principles of abbreviation, compelling the student to learn and unlearn forms as he advances. This retards progress, creates confusion, and perplexes and discourages students. It also presents the system in chapters and paragraphs, mixing principles in a manner that makes them difficult to be understood by the student.

No special *amanuensis* practice is given in the English text-books, and the contractions are presented in long lists which discourage the student. The reporting instructions are in common print, and no rules are given under sections or divisions for the development of the system by abbreviation, omission and phrasing. In this American exposition of phonography all these defects are remedied.

The Jewel of Consistency.

One defect of the English text-books, and other shorthand publications generally, is their inconsistency. The text-book, dictionary and periodical publications issued by Isaac Pitman & Sons should agree in outlines. Unfortunately, they do not. In some instances the text-books give one outline for a word ; the dictionary for the same word gives another, while the current magazines, published by them, give a third. They violate with annoying frequency some of the simplest and best known principles of the art. Such inconsistencies, however, are not the fault of the system. In these American Lessons, and the works which are to follow, we shall endeavor to make consistent the outlines used. Where differences exist in the Pitman publications, we have chosen the form which we believe to be in accord with the correct application of the principles of the system.

A Genuine American Production.

American teachers and shorthand readers have good reason to complain that shorthand books produced in England are not suitable to the requirements of American schools and the American people. The presentation in phonography for reading practice of obscure sermons and speeches are of no local interest to the American reader. We want the writings of American genius ; a literature in shorthand that shall present to readers the scenes, memories, thoughts and ideas familiar to Americans, and, for want of other means, we shall take upon ourselves the duty of satisfying this need with home-made products.

We believe we have successfully "Americanized" Isaac Pitman. In the first edition of these Lessons, presented herewith, errors made by the copyist, or by the printer, and overlooked by the author and proof readers, may be discovered by captious critics. Should there be such, they will be corrected in subsequent editions.

LONGHAND COMPARED WITH ISAAC PITMAN'S SHORTHAND.

An Impressive Object Lesson.

THE ALPHABET.—To form the 26 letters of the longhand alphabet requires 117 inflections of the pen. To make 26 letters in Isaac Pitman's Shorthand requires only 26 inflections.

SINGLE LETTERS.—In longhand, to form the letter *A* requires five distinct strokes of the pen; but to write the same letter in shorthand only needs a dot, thus: .

WORDS.—To write in longhand the word *ought*, 18 inflections or strokes of the pen are needed; but to write the same word in full phonography takes only two strokes, thus: 7|

WORD SIGNS.—More than 60 per cent. of the English language is written with from 300 to 400 brief characters called *word-signs*. For instance: It requires 35 inflections of the pen to write the word *language* in longhand; but in Isaac Pitman's Shorthand only one stroke is needed, thus: 〽 In the word *establishment*, longhand takes 55 strokes, but in shorthand only two, thus: 〽 ; *plenipotentiary* requires 64 strokes, but in Isaac Pitman's Shorthand only 4, thus: 〽

PHRASING.—In longhand, to preserve legibility, the pen is lifted from the paper at the end of each word, thereby losing much time. In shorthand, two to a dozen words may be phrased or joined together without impairing the legibility. Compare the complex longhand of the words, *It is my opinion*, with the brief, simple shorthand characters for the same phrase: 〽 Or compare, *I do not think it is necessary at present to explain* (190 movements of the pen) with the clear, compact, easily formed shorthand phrases, containing only 20 movements, thus:

〽 *be here*

TIME SAVING EXPEDIENTS.—There are in the daily use of our language numerous frequently recurring phrases which have, in Isaac Pitman's Shorthand, specially brief signs, such as, *In order to*, 〽 ; *On the other hand*, 〽 ; *From time to time*, || ; *Day after day*, |.

These examples will give the general reader, unacquainted with shorthand, some idea of the great simplicity, remarkable brevity and wonderful advantage of Isaac Pitman's Shorthand, when compared with the complex, cumbersome, illegible longhand.

CONTENTS.

	Lesson.	Page.
To the Teacher	16	
To the Student	17	
The Shorthand Consonants Exemplified	I	18, 19
Joined Consonants Illustrated	II	20, 21
The Long Vowels Phonetically Exemplified	III	22, 23
A Long Vowel Sounded Between Two Consonants	IV	24, 25
Contractions for Frequently Occurring Words	V	26, 27
The Short Vowels Phonetically Exemplified	VI	28, 29
Double Vowels, or Diphthongs and Triphthong	VII	30, 31
Recapitulation of Rules. Vowel Positions	VIII	32, 33
Additional Sign for S and Z	IX	34, 35
Contractions for Frequently Occurring Words	X	36, 37
Stroke S and Z. Large Circles <i>Sic</i> and <i>Ses</i>	XI	38, 39
<i>Ish</i> Written Upward. <i>Lay</i> Downward	XII	40, 41
Extra Sign for R. Omissions. Tick <i>The</i>	XIII	42, 43
Three Additional Signs for H. <i>Of the</i>	XIV	44, 45
The Use of the St and Str Loops	XV	46, 47
Contractions with Circle S and Loop St	XVI	48, 49
Initial Hook adding R	XVII	50, 51
Extra Hooked Signs for R. Ng Hooked. Prefixes	XVIII	52, 53
Initial Hook adding L	XIX	54, 55
Contractions with R and L Hooks	XX	56, 57
Double Consonants. Prefix Con. Affixes Ing-s	XXI	58, 59
Small Hook adding N	XXII	60, 61
Final Hook adding For V	XXIII	62, 63
The Use of the Shun Hook Illustrated	XXIV	64, 65
Additional Contractions	XXV	66, 67
The Halving of Consonants	XXVI	68, 69
Halving Principle Continued. Affixes	XXVII	70, 71
Double Length Characters	XXVIII	72, 73
W and Y Series of Diphthongs	XXIX	74, 75
Dissyllabic Diphthongs Illustrated	XXX	76, 77
Contractions Involving Halving Principle	XXXI	78
Exercise on Contractions	XXXII	79
" " "	XXXIII	80
" " "	XXXIV	81
" " "	XXXV	82

	Lesson.	Page.
Exercise on Contractions	XXXVI	83
" " "	XXXVII	84
" " "	XXXVIII	85
The Importance of Regular Practice	XXXIX	86
Correspondence Speed Exercise	XL	87
" " "	XLI	88
" " "	XLII	89
" " "	XLIII	90
Review and Correspondence " "	XLIV	91
" " "	XLV	92
" " "	XLVI	93
" " "	XLVII	94
" " "	XLVIII	95
" " "	XLIX	96
Review and Correspondence " "	L	97
" " "	LI	98
" " "	LII	99
" " "	LIII	100
" " "	LIV	101
Headlines for Speed Practice	LV	102
" " "	LVI	103
" " "	LVII	104
" " "	LVIII	105
Outlines for Derivatives	LIX	106
Influence of Concurring Vowels	LX	107
Exceptions to the <i>Com</i> Principle	LXI	108
Influence of Final Vowels on Outlines	LXII	109
Rules for the Use of the <i>Pel</i> and <i>Per</i> Series	LXIII	110
Influence of Accent on Outline	LXIV	111
" " "	LXV	112
<i>S</i> Vowel <i>S</i> Medial and Final	LXVI	113
" " "	LXVII	114
Rules for the Past Tense	LXVIII	115
Review and Speed Exercise	LXIX	116
Ready for Reporting	LXX	117
Introduction to Reporting Practice	LXXI	118
How to Write Negative Words	LXXII	119
Must Write from Dictation	LXXIII	120
How to Write Negative Words Concluded	LXXIV	121
Your Working Tools	LXXV	122
Prefix <i>Con</i> and <i>Com</i> Omitted	LXXVI	123
Omission of Implied Words	LXXVII	124
Phrasing 1—First Principles	LXXVIII	125
Little Things of Great Importance	LXXIX	126

	<i>Lesson.</i>	<i>Page.</i>
Phrasing 2—Grammatic Connection	LXXX	127
Transcription of Notes	LXXXI	128
Phrasing 3—Omission of Words	LXXXII	129
A High Rate of Speed a Necessity	LXXXIII	130
Phrasing 4—Indication of Omitted Words	LXXXIV	131
Phrasing 5—Abbreviations of Original Forms	LXXXV	132
United States Cotton and Wheat	LXXXVI	133
Phrasing 6—Altered Forms	LXXXVII	134
Application for Stenographer	LXXXVIII	135
Phrasing 7—Abbreviations	LXXXIX	136
United States Maize	XC	137
Phrasing 8—Sentence Phrases	XCI	138
Intersections	XCII	139
United States Tobacco	XCIII	140
Distinction of Similar Words	XCIV	141
Words Distinguished by Inserting a Vowel	XCV	142
Business Correspondence	XCVI	143
United States Animals and Their Products	XCVII	144
Legibility in Phrasing	XCVIII	145
Phrases that are Easily Joined	XCIX	146
Lincality in Phrasing	C	147

TO THE TEACHER

Suggestions that may be Helpful.

Read carefully the **introduction** to this text-book, and insist upon students doing the same before they study the alphabet.

Every line in the text-book is essential and practical. Never permit anything to be passed before it is thoroughly mastered.

Create and sustain enthusiasm in your shorthand classes. Students whom you cannot interest rarely make efficient amanuenses or reporters.

If it is impossible to enthuse the student in the best way, try the next best. Idleness is exceedingly unprofitable.

Exempt none from two hours' home work unless parents maintain that it is absolutely necessary to do so. Home work is important.

Insist upon neatness and accuracy from the first. Speed without legibility is of no practical use to amanuenses or reporters.

Besides knowing your text-book thoroughly, you should be able to take verbatim notes. Be practical as well as theoretical.

Be familiar with the requirements, both as to management and phraseology, of large commercial houses, and other places of business.

Do not let students rest by cessation from work, but rather by changing it. If tired from writing, let them read or study.

Writing from dictation approaches nearest to actual reporting. When students can copy a lesson freely it should be dictated to them.

Always pronounce distinctly. It is a great help to the student, who has enough to do to recall the correct forms.

Never permit the dictation to be interrupted, and be sure students read what they write. Enforce this requirement very firmly.

Have unbounded faith in the superiority of the system you teach, but never disparage other systems, teachers or writers.

Sixty per cent. of English speech is composed of three hundred frequently recurring words that are contractions. Review these often.

Until all the lessons are mastered, do not permit students to write miscellaneous words unless they know the correct outlines.

To obtain good results from shorthand students continuous hard work is required. Always prepare for the special needs of each student.

TO THE STUDENT.

A Few Hints of some Importance.

This text-book is prepared especially for those who desire to learn quickly and thoroughly the Isaac Pitman System of Shorthand.

It is impossible to master shorthand by irregular application. The time you can give to it daily should be arranged for in advance.

Your motto should be: "This one thing I do, morning, noon and night." Study and write shorthand every working day if possible.

The shorthand consonants, like anything new, will appear strange to you. To master them you must memorize them and practise them.

Unless you master the principles, form the characters neatly, and practise as instructed, you will never become a fast writer.

Never practice any form the outline of which you are not certain is correct. Educate the eye, the ear and the hand.

If you have a good education, and have been trained to handle the pen with facility, your progress will be rapid.

The best work can be executed in shorthand by cultivating a free and easy movement. Make the strokes neatly and quickly.

Give future lessons no concern. The one in hand and those you have studied demand all your energies. Review often. Write much daily.

Some people who know nothing about shorthand try to discourage students. They are ignorant advisers. They are not friends.

Do not be discouraged. There is no study that has not its difficulties. Say to yourself, "I will succeed, despite discouragements."

Bright, quick students do not always make the best reporters. The earnest, patient worker never fails to reach the highest standard.

Have implicit confidence in your instructor. Without this he cannot successfully help you to attain to a high rate of speed.

Do not call upon your teacher for help until you have exhausted all your own ingenuity. Mental exercise develops brain power.

The habits you form at school will cling to you in business. Don't be impatient, therefore, when good habits are insisted on. Be earnest.

There is no room in the business world for incompetents. Those who have made thorough preparation are always in demand.

INSTRUCTIONS FOR LESSON I.

The Shorthand Consonants Exemplified.

These shorthand consonants (see opposite page) should be read by name until they are as familiar as the longhand letters. Then breathe (whisper) them by sound, without naming them, until the sound or power can be given without hesitation. While doing this, trace each letter with a dry pen. Memorize the NAME, SOUND and DIRECTION of each letter, whether straight or curved, light or heavy.

All the perpendicular and sloping consonants are written with a down stroke, except *Lay*, *Ray*, *Way*, *Yay* and *Hay*. These five letters are written with an up stroke.

There is no C, Q or X in the shorthand alphabet, the sounds usually given to those letters being represented by K for *C hard*, or S for *C soft*, Kw for *Q*, and Ks for *X*.

When it is necessary to name a shorthand consonant always call it by its phonetic name; but in tracing or writing single or joined letters, or when mentally spelling a word in shorthand, do not name the letters, only breathe their sounds.

Each consonant has three places. The FIRST place is near the point where the letter begins, the SECOND is the middle, and the THIRD is near the end. Phonographers never say beginning, middle and end, but First, Second and Third place.

When a student can read a Lesson in shorthand without hesitation, he is prepared to write it, but not before he can do this.

Use ruled paper, and if any difficulty is experienced in making the characters small enough and uniform in size, select paper with double lines. Make the letters the same size as those in the Lesson.

When copying shorthand use a pen. When practising or writing from dictation, a pencil or fountain pen is more convenient.

Form every letter as neatly and accurately as in the printed models. Practise until speed in reading and excellence in writing are acquired. After you can make the letters correctly, write each at least ten times; then copy the entire exercise five times, and finally, make a neat copy in ink in a book to be preserved.

LESSON I.

The Shorthand Consonants Exemplified.

<i>Letter.</i>	<i>Shorthand.</i>	<i>Name.</i>	<i>Letter</i>	<i>Shorthand.</i>	<i>Name.</i>
P	＼	Pee	S	)	Ess
B	＼＼	Bee	Z	)	Zee
T	—|	Tee	Sh	)	Ish
D	—|	Dee	Zh	＼	Zhee
CH	/	Chay	M	(	Em
J	/＼	Jay	N	()	En
K	—	Kay	NG	()	Ing
G	—|	Gay	L	＼	Lay
F	|	Eff	R	＼＼	Ray
V	|	Vee	W	＼＼	Way
TH	(	Ith	Y	＼＼	Yay
THE	(	Thee	H	o	Hay



INSTRUCTIONS FOR LESSON II.

How Consonants are Joined in Phonography.

The phonographer's motto, when tracing shorthand characters, is: "Forward, with good joinings!" The letters *Chay*, *Jay*, *Ish* and *Zhee* are the only letters that bring the hand backward.

The consonants are joined without lifting the pen, the second letter commencing where the first ends, the third where the second ends, and so on.

Read several times the combinations in Lesson II, giving each letter its phonetic name; then breathe its sound or power. As you read them, trace each character and combination with a dry pen. Afterwards write the whole as directed in Lesson I.

After the Second Lesson has been mastered as directed, the combinations below should be studied in this manner: Give each consonant its phonetic name, breathe its sound and tell whether it is straight or curved, light or shaded. Write each combination ten times or more, and copy the whole Lesson carefully into a book.

The first upward or downward stroke in a combination of consonants should rest on the line, as in the following examples:

(a) One descending stroke, resting on the line, followed by a horizontal letter written along the line: Pk, pg, pm, tk, tg, dm, ch-k, jg, fm, vn, th-m, thee-n, zh-m, sn, sh-n, sm, tn, dn, pn.

(b) A horizontal stroke, written above the line, followed by a descending stroke which rests on the line: Kp, gp, mb, kt, gt, nd, ng-d, n-ch, mj, m-sh, n-zh, m-th, ns, n-sh, nz.

(c) Letters joined, without angles, the first descending stroke resting on the line, and the second descending stroke going below the line: Pp, bb, ch-ch, jj, tt, td, dd, dt, ch-j, j-ch, th-s, s-th, z-th, thee-s.

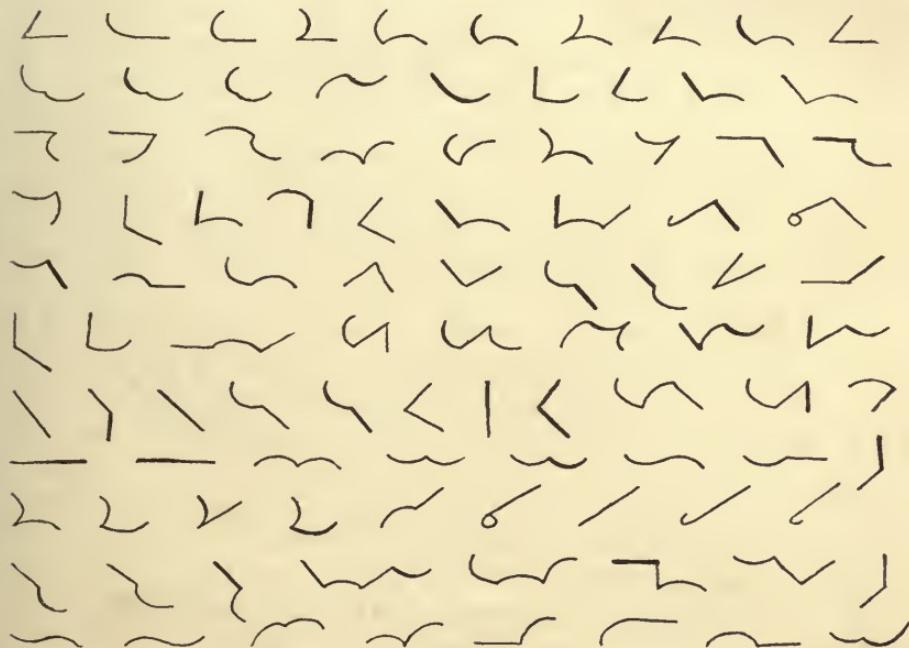
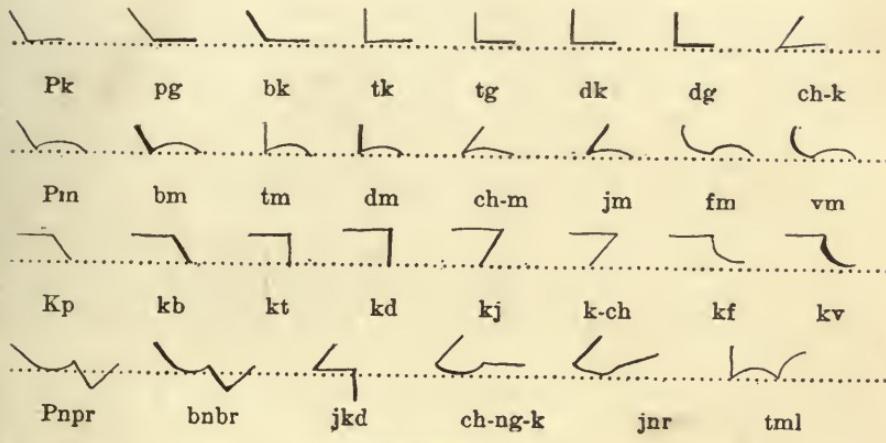
(d) Two ascending letters joined, the first commencing on the line, the second above the line: Ll, lr, rl, rr, wr, rw, yr, hr.

All printed Exercises, when written in shorthand, should be submitted to the teacher before they are practised ten times.

The consonants, singly and in combination, as in Lessons I and II, should be thoroughly learned before proceeding to Lesson III.

LESSON II.

Joined Consonants Illustrated.



INSTRUCTIONS FOR LESSON III.

The Long Vowels Phonetically Exemplified.

The long vowel sound, as heard in the words pa, baa, fa, da, ma, Shah, is represented by a heavy dot written in the first place, close to, but not touching, the stroke consonant. Vowel name: First place heavy dot.

The long vowel sound, as heard in the words pay, bay, Tay, day, jay, they, say, gay, ray, is represented by a heavy dot written in the second place, close to, but not touching, the stroke consonant. Vowel name: Second place heavy dot.

The long vowel sound, as heard in the words pea, bee, tea, key, fee, thee, see, she, lea, me, is represented by a heavy dot written in the third place, close to, but not touching, the consonant. Vowel name: Third place heavy dot.

The long vowel sound, as heard in the words paw, taw, daw, maw, saw, caw, is represented by a heavy dash written at a right angle, in the first place, close to, but not touching, the consonant. Vowel name: First place heavy dash.

The long vowel sound, as heard in the words Poe, beau, toe, doe, Joe, go, foe, though, so, show, low, mow, no, woe, row, is represented by a heavy dash written at a right angle, in the second place, close to, but not touching, the consonant. Vowel name: Second place heavy dash.

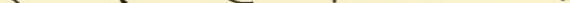
The long vowel sound, as heard in the words pooh, do, Jew, coo, shoe, is represented by a heavy dash written at a right angle, in the third place, close to, but not touching, the consonant. Vowel name: Third place heavy dash.

Phonography pictures the sound of the human voice by written characters. Silent letters, theretore, cannot be written in phonography. The student must ascertain the sounds heard in each word and write the phonetic characters that represent them, regardless of how the words are spelled.

Read and write phonography forward along the line, and downward from top to bottom of page, as with ordinary print. When a vowel is written on the left hand side of a perpendicular or sloping consonant, or above a horizontal one, it is read *before* the consonant; when on the other side it is read *after* the consonant.

LESSON III.

The Long Vowels Phonetically Exemplified.

First place dot, 

As in Pa. baa fa. tah ma Shah

Second place dot, \ \ | . /)

As in Pay bay Tay day jay say

Third place dot,

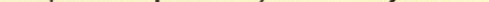
As in Pea bee tea key fee thee

First place dash, \ [] [] []) []

As in Paw taw daw maw saw caw

Second place dash, - - - / -

As in Poe beau toe doe Joe go

Third place dash, 

As in Pooh too do chew Jew coo

2. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

۱۰۷۳۲

(\leftarrow) \vdash (\neg \top) \vdash \neg \top \vdash \perp \vdash \neg \perp \vdash \top

وَالْمُؤْمِنُونَ الْمُؤْمِنَاتُ وَالْمُؤْمِنُونَ الْمُؤْمِنَاتُ

INSTRUCTIONS FOR LESSON IV.

A Long Vowel Sounded Between Two Consonants.

When a vowel sound occurs between two consonants, as in the words palm, talk, dame, dome, it is possible to write the character representing the vowel sound either after the first consonant or before the second. To secure uniformity in writing the following rules are observed:

RULE I.—All first place dots and dashes sounded between two consonants are written in the first place, after and to the first consonant, never to the second.

RULE II.—A second place heavy dot or dash sounded between two consonants, is written in the second place, after and to the first consonant, never to the second.

RULE III.—All third place dots and dashes sounded between two consonants are written in the third place, before and to the second consonant, never to the first.

These rules should be committed to memory and repeated every time a word is written that has a vowel sounded between two consonants until they can be applied without hesitation.

Perpendicular and sloping stroke consonants have three positions: (1) Above the line; (2) On the line; (3) Through the line. Horizontal stroke consonants have only two positions: (1) Above the line; (2) On the line.

By writing words in position, according to their vowel sounds, phonographers familiar with shorthand characters need not write the vowels, because the position indicates them. Some common words are written on the line for convenience, regardless of their vowel sounds, and words containing more than two stroke consonants, having distinctive outlines, are always written on the line. The combination of consonants that forms the shorthand word is called an "outline."

Lesson IV, like all others, must be first read and then written as directed in previous instructions. Do not pass on to the next Lesson until the one you are studying can be written accurately and quickly from dictation. Reading is as important as writing. Educate the eye, the ear and the hand.

LESSON IV.

A Long Vowel Sounded Between Two Consonants.

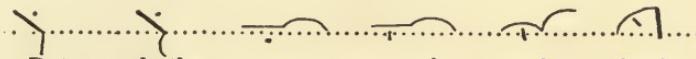
First position,



As in

Calm balm laugh maul chalk ball

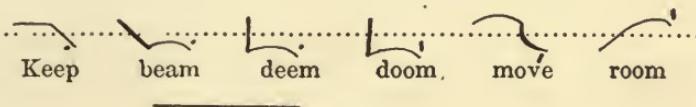
Second position,



As in

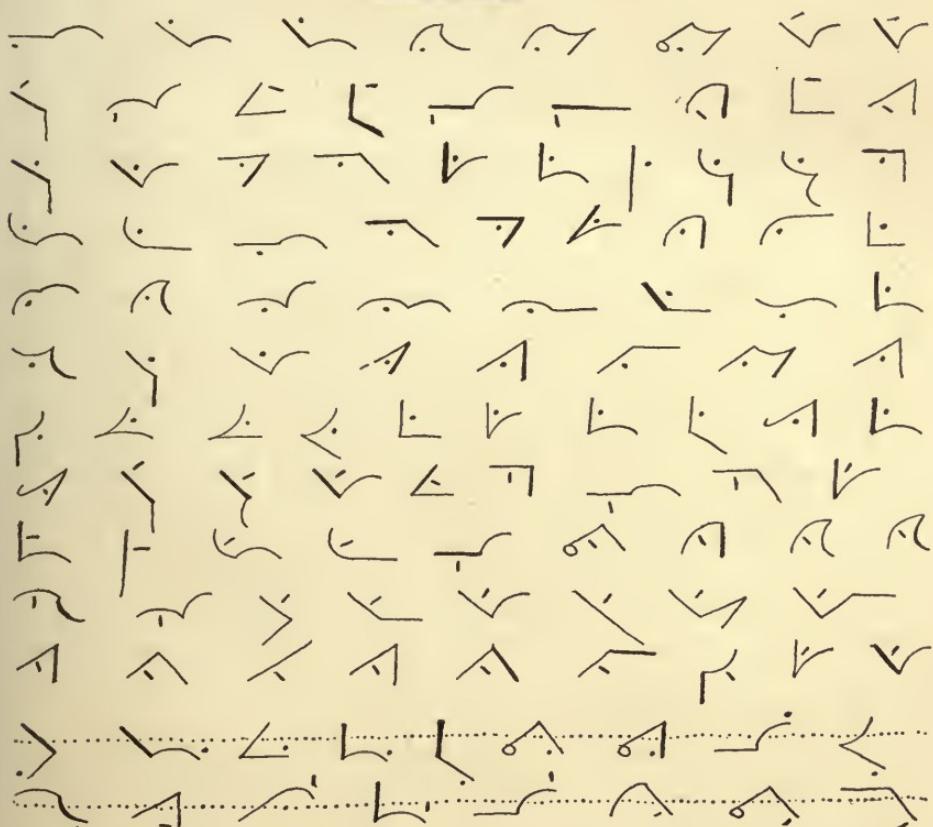
bate bathe came comb mole load

Third position,



As in

keep beam deem doom move room



INSTRUCTIONS FOR LESSON V.

Contractions, Grammalogues or Word-signs and How they are Used.

Frequently occurring words are expressed in shorthand by part of their phonetic forms. A consonant, or combination of consonants, is generally used, but sometimes a vowel or diphthong sign is selected, while in a few cases the character chosen is no part of the word it represents. When only one letter of a word is used, phonographers usually call it a *grammalogue*. When a combination of two or more letters is employed, they name it a *contraction* or *word-sign*. In these Lessons all abbreviated forms are called contractions.

Contractions are generally written on the line, although sometimes they are placed above or through the line, that they may not be read for other words. If unruled paper is used, and the word or contraction has a place above or through the line, the position should be indicated by a dotted line as shown in the Lesson. With the exception of *own* and *young*, words represented by horizontal consonants and vowel signs can only be written in two positions: above and on the line. Descending and ascending consonants have three places: above, on, and through the line. Above the line is called the first place; on the line the second place; through the line the third place. No disjoined vowel sign is placed to a contraction.

Occasionally one sign represents two or three words, but the signs have been chosen so that the rules of grammar, or the context, will prevent ambiguity. For instance: A dot above the line represents *a* or *an*. The grammatical construction of the sentence always makes it clear which word is indicated. And so with others.

Each contraction should be studied, memorized, written, re-written, and read as if it were an additional letter of the alphabet. Always read what you write and as often as you write it, for reading is as important as writing. These contractions should be practised until each can be written from dictation at the rate of fifty a minute.

The period is represented by a cross; all the other punctuation marks are the same as in longhand. In reporting, the comma and semi-colon are seldom used.

LESSON V.

Contractions for Frequently Occurring Words.

An and all are at as has away be but by can come
 Do did each had half have he his holy how if is it
 Lord much not of on out own or put saw that the thy
 To up was when why who with without ye year you your

INSTRUCTIONS FOR LESSON VI.

The Short Vowels Phonetically Exemplified.

There are six short vowels heard in English speech, as in the words bat, bet, bit; lock, luck, look.

The short vowel sound heard in the words add, ash, at, am, Ann, ask, is represented by a light dot written in the first place, close to, but not touching, the stroke consonant. Vowel name: First place light dot.

The short vowel sound heard in the words ebb, egg, ell, etch, edge, is represented by a light dot written in the second place, close to, but not touching, the stroke consonant. Vowel name: Second place light dot.

The short vowel sound heard in the words if, ill, it, in, is represented by a light dot written in the third place, close to, but not touching, the stroke consonant. Vowel name: Third place light dot.

The short vowel sound heard in the words off, bog, bosh, chop, cob, cog, jot, job, is represented by a light dash written at a right angle, in the first place, close to, but not touching, the stroke consonant. Vowel name: First place light dash.

The short vowel sound heard in the words up, cub, cull, cup, dub, dull, gum, hub, jug, love, mug, urge, is represented by a light dash written at a right angle, in the second place, close to, but not touching, the stroke consonant. Vowel name: Second place light dash.

The short vowel sound heard in the words bull, bush, book, look, nook, rook, push, shook, took, is represented by a light dash written at a right angle, in the third place, close to, but not touching, the stroke consonant. Vowel name: Third place light dash.

RULE IV.—The second place light dot and dash, sounded between two consonants, are written in the second place, *before* and to the second consonant, never to the first.

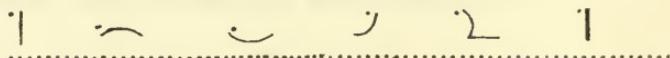
Lesson VI, like all others, must first be read, then written as directed in previous instructions.

EXERCISE.—I can go out with that lad any day. When the big dog came out of the shed on that rainy day it bit Jack on the neck and Paul on the leg.

LESSON VI.

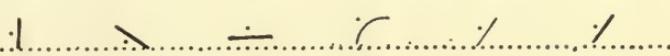
Short Vowels Phonetically Exemplified.

First place dot,



As in At am Ann ash ask add

Second place dot,



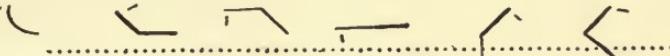
As in Ed ebb egg ell etch edge

Third place dot,



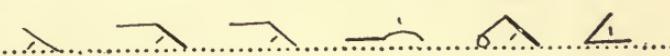
As in It if in ill bit nick

First place dash,



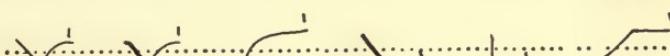
As in Off bog cob cog jot job

Second place dash,

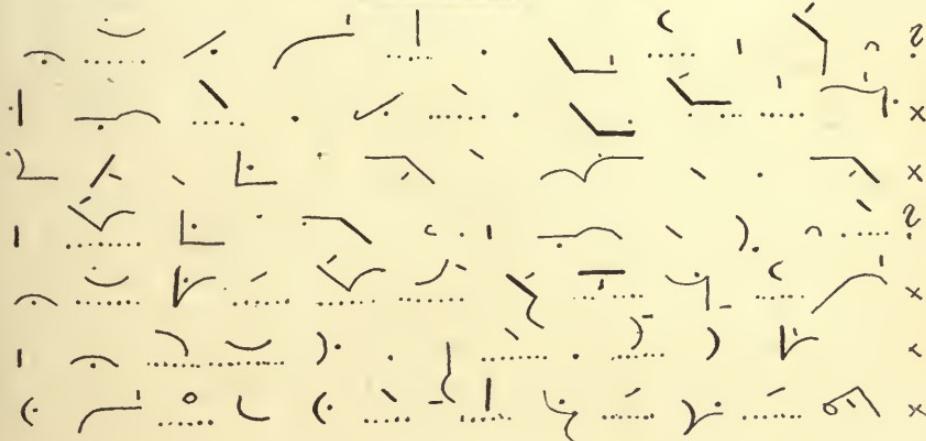


As in Up cub cup gum hub jug

Third place dash,



As in Pull bull look book took rook



INSTRUCTIONS FOR LESSON VII.

Double Vowels, or Diphthongs and Triphthongs.

A diphthong is a union of two simple vowel sounds pronounced in one syllable, as in the words by, now, boy, pew.

The blended double vowel sound, or diphthong, heard in the words pie, by, tie, die, guy, vie, sigh, lie, my, nigh, rye, is represented in phonography by a small angular mark, something like the letter V. It may be written in the first, second or third place as most convenient. Diphthong name: *I*.

The blended double vowel sound, or diphthong, heard in the words pow, cow, vow, thou, now, is represented in phonography by a small angular mark, something like the letter A. It may be written in the first, second or third place as most convenient. Diphthong name: *Ow*.

The blended double vowel sound, or diphthong, heard in the words boy, toy, joy, coy, is represented by a small slanting angular mark. It is always written in the first place. Diphthong name: *Oi*.

The blended double vowel sound, or diphthong, heard in the words pew, due, few, view, cue, mew, new, is represented by a small curve. It is always written in the third place. Diphthong name: *U*.

There is a small class of words, such as wide, wight, wife, into which are blended three simple vowel sounds, called a triphthong. It is represented in phonography by a small right angle. It may be written in the first, second or third place, as most convenient. Triphthong name: *Wi*.

I, *Ow*, *U* and *Wi* may be joined when convenient.

Lesson VII, like all the other Lessons, should be read, written and mastered as previously stated.

EXERCISE.—May I write my name in the book now? No; but you may read the book which was given you by the boy. If Paul, Joe and Mary Dale come to see me, may I go to the lodge and get the key of the row boat? No; but you may go and get Joe Shaw and Jack Perry, and see the cow and sheep which we bought at the show. If Paul and the new boy come we shall enjoy the show. Dick bought a duck and took it to the duke. My wife and I may go to the beach to night. Pay the money now due at the oil shop.

LESSON VII.

Double Vowels, or Diphthongs, and Triphthong.

Diphthong *I*,

As in By my pie tie die sigh

Diphthong *OW*,

As in Pow bow now out cow vow

Diphthong *OI*,

As in Boy toy joy coy oil boil

Diphthong *U*,

As in Pew due few view mew new

Triphthong *WI*,

As in Wide wight wife wifely wifelike

INSTRUCTIONS FOR LESSON VIII.

Recapitulation of Rules.—Vowel Positions.

The period is represented by a cross; all the other punctuation marks are the same as in longhand.

When a vowel is written on the left hand side of a perpendicular or sloping consonant, or above a horizontal one, it is read before the consonant. When on the other side it is read after the consonant.

RULE I.—All first place dots and dashes, whether light or heavy, sounded between two consonants, are written in the first place, after and to the first consonant, never to the second.

RULE II.—The second place heavy dot and dash, sounded between two consonants, are written in the second place, after and to the first consonant, never to the second.

RULE III.—All third place dots and dashes, whether light or heavy, sounded between two consonants, are written in the third place, before and to the second consonant, never to the first.

RULE IV.—The second place light dot and dash, sounded between two consonants, are written in the second place, before and to the second consonant, never to the first.

The diphthongs *I* and *Ow*, and the triphthong *Wi*, may be written in the first, second or third place, to the consonant, as may be convenient. *Oi* is written in the first place, and *U* in the third. The diphthongs may sometimes be joined to the consonants.

The student should now be able to write the preceding Lessons with facility. If taken from dictation, he should be able to write from thirty to sixty words a minute. Rather write thirty a minute neatly than sixty a minute slovenly. The sentences given in the preceding Exercises should be written at the rate of thirty words a minute. This may be accomplished by making each sentence a headline, as in a copy-book, and writing it until that speed is attained.

Speed in writing can only be attained by constant, careful, daily practice. The fastest American shorthand writers believe in and practice on the principle that it is better to write one sentence fifty times than fifty sentences once.

LESSON VIII.

Recapitulation of Rules. Vowel Positions.

Acc say age jay aim may ale lay ape pay. Eat tea ease.
At ebb it ell ill bat bet bit lock luck look book
Laugh loaf move ball bale deal folly follow filly
Rye nigh sigh my lie by. Joy toy toil boil boy coil
Wide wife wifely wight. Due new view few. Now thou vow

INSTRUCTIONS FOR LESSON IX.

Additional Signs for S and Z.

With the phonetic signs already given, every word in the English language can be written three times faster than by the use of the ordinary longhand alphabet. But this is not sufficient for amanuensis and reporting work. There are, therefore, principles of abbreviation and methods of contraction which must be learned before the hand is able to keep pace with thought. These principles are introduced gradually and applied extensively in this presentation of the system.

A small circle is used as an additional sign for the sound of *s* and *z*. Phonetic name: *See*. When joined to straight consonants, either initially or finally, the circle is written on the right hand side of down-strokes and the upper side of *k* and *g* and upstrokes. When joined to curves, with few exceptions (see *fslt*) it is written inside the first curve. Between two straight strokes forming an angle, it is written on the outside of the angle.

A vowel cannot be written to a circle, but is always written and read to the stroke consonant. When a circle is written to the beginning of an initial stroke consonant it is read first; and when it is written to the end of a final stroke consonant it is read last.

Write the following combinations with the circle sign, and blend or breathe the *s* sound with the stroke consonant to which it is attached. Do this many times as previously instructed.

Sp, sb, sd, st, s-ch, sg, sv, s-ith, sm, sn, s-n-g, sl, sr, sj, sk, ss, s-thee, s-zh, sf, sr, s-sh, sz.

Ps, bs, ts, ds, ch-s, ks, gs, fs, vs, ith-s, thee-s, ss, zs, sh-s, zh-s, ms, ns, ng-s, ls, rs, ws, ys, hs.

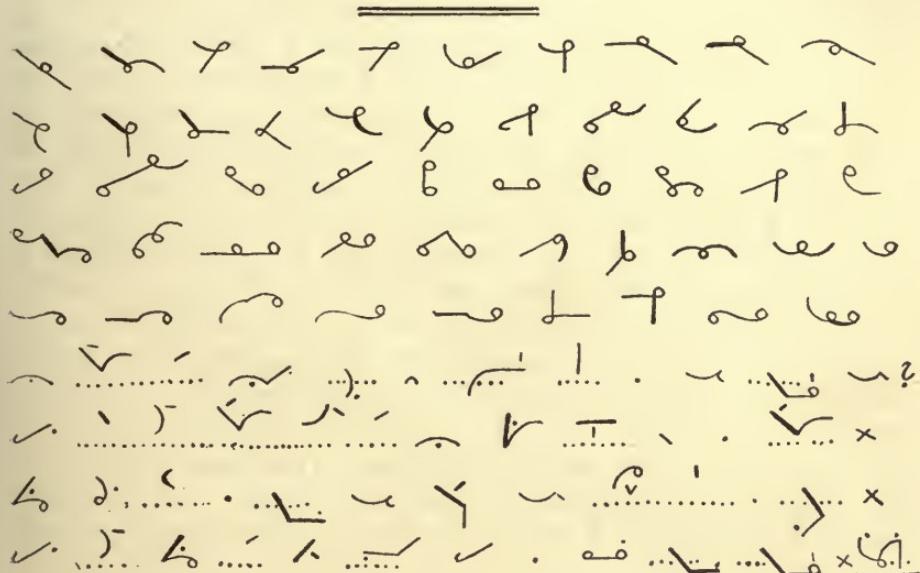
Psb, pst, psj, psm, psn, ps-ith, bs-r, bsw, dsk, nst, ksg, gsm, gsn, vs-ith, zh-sp, sps, sts, s-ch-s, sks, sfs, sns, sms, fslt, sksl, smsls.

EXERCISE.—Half, not, to, you, and, come, how, put, who, all, do, if, saw, with, are, did, it, that, without, at, each, Lord, the, ye, as, had, much, thy, year, has, away, be, have, of, up, but, he, on, was, your, when, out, his, by, can, is, holy, own, or, why.

LESSON IX.

Additional Sign for S and Z.

Sp	sb	st	sd	s-ch	sj	sk	sg	sf	s-th	s-thee
Ss	sz	s-sh	s-zh	sm	sn	s-ng	sl	sr		
Ps	ds	ch-s	ks	gs	fs	ss	ls	rs	ws	hs
Tsm	msm	nsn	fsn	lsm	nst	ksr	wsn			
Spsm	srsns	sbsks	s-ch-sr	sls	smsms	ysr				



INSTRUCTIONS FOR LESSON X.

Questions for Self-Examination.—Lessons I to IX.

- 1.—Name the straight and curved consonants.
- 2.—How many long vowels, short vowels, diphthongs and triphthongs?
- 3.—Name the vowels and diphthongs. Give the rules for placing them.
- 4.—How many times have you written the contractions given in Lesson V?
- 5.—How many contractions can you write per minute?
- 6.—Repeat the rules for writing vowels between two consonants.
- 7.—Have you written each letter and word ten times?
- 8.—Are all the lessons copied into a book in ink?
- 9.—Name the additional sign for *s* and *z*.

Master the contractions in Lesson X as instructed in Lesson V, and transcribe the following Exercise into shorthand, leaving each alternate line for corrections, and give it to the teacher, along with the answers to the above review questions.

EXERCISE.—Which youth did you see at the show? I saw Paul and Joe. Have you thanked them? No; but I think I shall do so on Monday. How many were at the ball game? I saw so many that I can not name them now. Have you read the book which I bought at the large shop on Tuesday? I think not. Is that the book which Joe Shaw is now reading? No; the book which I saw Joe Shaw reading was not the book I bought him. If I go to Rome I may take Sam with me. I do not think Sam will go to Rome with you now. Joe, what difference do they make when you take five at a time? They make no difference to me, but they make a difference to you. How much did you pay to get the use of the large boat all day? I paid a dime, but I think Joe paid five or six. Do you think it would be wrong to go with me to the ball on the eighteenth? No, I do not think it would be wrong, I think it would be right, but you should not go on Monday if you go on the eighteenth. Do you know the youth who was at the show with Joe Paul and May Dale? I think I know him, but I would not make oath to it.

LESSON X.

Contractions for Frequently Occurring Words.

Business different-ce give -n go ago him may hour our

I eye in any large language me my no know O

Owe ought see use shall should so us she wish to be

Be thank-ed them they thing think though two too

Usually we way what which whose use would youth young

INSTRUCTIONS FOR LESSON XI.

Stroke S and Z. Large Circles Sw and Ses.

As it is possible to write either the stroke consonant or small circle to represent the sounds *s* and *z*, to secure uniformity the following rules for writing the stroke *s* and *z* are observed.

Rules for Writing Stroke S and Z.

RULE I.—When *s* or *z* is the only consonant in a word, and in derivatives of such words, as in *saw*, *sawmill*.

RULE II.—When a word begins with the sound of *z*, as in *zeal*.

RULE III.—When *s* or *z* is the first consonant in a word preceded by a vowel, or the last consonant, followed by a vowel that is sounded, as in *acid*, *assume*, also, *uneasy*.

RULE IV.—In words where initial *s* is followed by two vowels or final *s* or *z* is preceded by two vowels, as in *science*, *chaos*.

RULE V.—In words beginning with *s* followed by a vowel and *s* or *z* initial or final, as in *society*, *season*, *disuse*.

Large Circles Sw and Ses.

The initial double consonantal sound *sw* is represented by a large circle written initially on the same side of the stroke consonant as the small circle *s*, as in *sweet*, *swim*. It is never used medially or finally, and must always be joined to the stroke consonant. Being a circle, a vowel cannot be placed to it. Phonetic name: *Sway*.

The *s* circle may be made double its size to represent either of the sounds, *ses*, *sez*, *zes*, *zez*, as in *necessity*, *passes*, *possessive*, *causes*. It cannot be used initially, but may be employed medially or finally. *S* may be added to the final *Ses* circle by continuing the stroke of the circle to the opposite side of the letter, forming another circle, as in *exercises*. The circle *Ses* is supposed to contain the second place short vowel sound; the other vowels may be expressed by writing them within the circle, as in *census*, *exist*, *exhaust*. Being a circle, a vowel cannot be placed to it. Phonetic name: *Ses*.

LESSON XI.

Stroke S and Z. Large Circles Sw and Ses.

RULE 1. Ace essay ice issue sawmill seagull seamark

Apply L R K L R L L

RULE 2. Zany zeal zealous zenith zero zinc Zion

RULE 3. Acid agency also aside assume busy uneasy

Apply \neg , \exists , \forall , $\neg\neg$, $\neg\exists$, $\neg\forall$.

RULE 4. Chaos ingenuous joyous science sighing Siam

Apply $\dots \partial_x \dots \partial_y \dots \partial_z \dots \partial_t \dots$

RULE 5. Cease season society seize disuse saucer.

Sw and *Ses* Circles.

Sweet swim exist necessity passes exercises

INSTRUCTIONS FOR LESSON XII.

Ish Written Upward and Lay Written Downward.

The letters *Ish* and *Lay*, when joined to other letters, may, according to certain rules, be written upward or downward.

Alternative Method of Writing Ish.

In the English language there are 2008 words in which *sh* occurs. It is written downward 1577 times, and upward 431 times.

Sh, when forming the only consonant in a word, is always written down, as in show. For convenience of joining it is, when joined to other consonants, frequently written up. For example:

- (a) When it precedes *l*, as in shoal, shell, shield, social.
- (b) When it precedes *f* or *v*, as in sheaf, shave.
- (c) When it follows *l*, as in abolish, polish.
- (d) After *d*, as in dash, dish, dashing.

Alternative Method of Writing Lay.

Initial *l* is generally written up, as in lame, laugh, long, lory, lamb, loop, leave, lead. But

(a) When preceded by a vowel and followed by a horizontal letter, it is written downward, as in Allen, alone, along, elk. But in the derivatives illness, alliance, allowance, the upward *l* is used to agree with their primitives.

(b) Before *sf*, *sv*, *sn*, *sng*, it is written down, as in falsify, illusive, lesson, losing.

Final *l* is written down:

(a) After *n*, *ng*, *ns*, *ngs*, *fs*, *vs*, *th-s*, as in annual, annually, annul, king-ly, counsel, Kingsley, facile, vessel, thistle.

(b) When two vowel sounds fall between a straight downstroke and final *l*, the *l* is written down, as in towel, duel, jewel.

(c) With few exceptions, after straight upstrokes, and after *f*, *v*, *sk*, *L* is written down when it is the final sound, and up when a vowel follows, as in rule, royal, yell, rally, yellow, full, fully, vale, valley.

When *Ish* is written up it is named *Shay*, and when *Lay* is written down it is called *Ez*.

LESSON XII.

Ish Written Upward. Lay Written Downward.

Shoal	shell	shield	shillalah	shallow	shale
Social	socialism	socially	socialize	sociology	
Sheaf	shave	shifty	shive	sheath	unsheathe
Abolish	abolished	embellish	relish	polish	
Dash	dashing	dishing	audacious	audaciousness	
Alone	along	alike	allowance	lesson	illusive
Counsel	facile	towel	rule	yell	scale

INSTRUCTIONS FOR LESSON XIII.

Extra Sign for Ray. Consonants Omitted. Tick The.

The sound of *r* is represented in phonography by two signs: one a straight stroke written up as in the alphabet; the other a curved letter written down as shown on the opposite page. The phonetic name for the curved sign is *Ar*.

Alternative Sign for Ray.

(1) When initial *r* is preceded by a vowel, write it down (except before *t*, *d*, *ch*, *j*, *ith*, *thee*, *w*, when it is written up) as in arm, early, ark, error.

(2) When it is the first letter in a word, and also when it precedes the above excepted letters, write it up, as in room, ring, review, irritation, aridity, arch, urge, earth.

When *r* is the last sound in a word write it down, as in far, car, tar, mare, sear, soar; and up if a vowel follows, as in ferry, carry, tarry, narrow, merry, sorry, sorrows.

Exceptions:

(1) After the straight upstrokes *Ray*, *Way*, *Yay*, *Hay*, write *r* up, as in roar, wore, wear, yore, hero.

(2) After two downstrokes final *r* should be written up, as in debar, deter; but after two straight upstrokes it should be written down, as in wearer, roarer.

OMISSION OF CONSONANTS.—*P* between *m* and *t* and between *m* and *sh*; *t* between *s* and another consonant; *k* or *g* between *ng* and *t* or *sh* may be omitted without affecting legibility, as in empty, presumption, distinct, mostly, anxious, distinguish.

TICK THE.—The word *the* may be expressed by a short slanting stroke made like *should* or *and*, generally written downward, but when more convenient written upward, and always joined to the preceding word, as in *to the*, *at the*. When written thus, *the* never begins a phrase. When joined to the contraction *on*, the down stroke is made slanting to keep the combination distinct from the diphthong *I*, as in *on the*.

LESSON XIII.

Extra Sign for Ray. Consonants Omitted. Tick The.

Army early ark arise. Room ring review arch urge

Sir soars sear sorry sorrows. Tar tarry car carry

Rare roar were weary yore hero Harry wears Mary

Empty postoffice listless mostly testimony. Anxious

Of the to the at the if the on the is the has the

INSTRUCTIONS FOR LESSON XIV.

Three Additional Signs for H. Of The.

In the preceding Lessons *h* has always been written with an up-stroke; in future Lessons three additional signs will also be used.

STROKE H WRITTEN DOWN.—When the stroke *h* is written down its phonetic name is *Aitch*, and it is used: (1) When it is the only consonant in a word, as in *hoe*, *high*, and their derivatives, as in *higher*; (2) When it precedes *k* or *g*, as in *hake*, *hag*; (3) When it forms a better junction than the upward *h*, as in *hawser*.

TICK H.—The Tick *H* is an abbreviated form of the downstroke *h*. Phonetic name: Tick *H*. It never stands alone. It is written to the letters *s*, *z*, *Ar*, *Lay*, *m*, as in the words *hiss*, *hazy*, *here*, *hill*, *ham*. The Tick *H* is always joined to an initial consonant, and, like the initial circles, is read first. A vowel cannot be placed to it.

DOT H.—The letter *h* is sometimes indicated by placing a dot before the vowel, as in *halve*, *happily*, *manhood*, *handy*. This dot always precedes a vowel which is read to a following consonant, and is never written between a final consonant and a final vowel.

OF THE.—The frequently occurring words “of the” may be indicated by writing the words which the phrase connects near to each other, thus: *The state (of the) case*; *the last (of the) book*; *the date (of the) social*.

JOINED VOWELS.—Diphthongs and vowel contractions may be joined in compound words, thus: *Always*, *almost*, *already*, *to-morrow*, *to-day*, *although*, *almighty*.

When convenience and legibility permit, part of the diphthongs, *I*, *Ow*, *U*, are joined to a consonant, or the contracted form of the word, thus: *Aisle*, *new*, *now*, *sinew*.

Read, write, practice, persevere.

EXERCISE.—How many pages do you think should be in the new book? I think eighty are enough. We may mail you the invoice on Monday. Are your sales large this month? No; the sales are small this month. They have now some money on deposit in the City Savings Bank. They wire us that they will now mail invoice soon.

LESSON XIV.

Three Additional Signs for H. Of The.

Ha hoe high hew hack hake hag haggis hackney hoax

Hawser hewer higher Mohawk. Hiss hazy het hill ham

Halves hath horschair household hardihood happily

Manhood handy. His side of the case. The value of the book.

Date of the social always almost already to-morrow to-day

Oil item wife pew due issue pow cow wide isle

New now sinew I will I may I can I go I give.

INSTRUCTIONS FOR LESSON XV.

The Use of the St and Str Loops.

ST Loop.—The closely blended consonantal sounds, *st*, initial, and *st* and *zd*, final, are represented by a loop made half the length of the consonant to which it is placed. It is written initially and finally on the right hand side of straight downstrokes, above straight horizontals and upstrokes and inside of curves, in the same way as the circle *s*. It is also used medially when a good joining can be made. A vowel cannot be written or read to the loop. Phonetic name: *Stee*. When a vowel occurs between *s* and *t* do not use the *st* loop, but the circle *s* and the stroke *t*.

STR Loop.—The *Str* loop is the *St* loop enlarged and lengthened to two-thirds the length of the stroke consonant to which it is attached. Its principal use is final, but in a few words it is used medially, as in registering, upholsterer, but never initially. Like the *Ses* circle, a final loop may have the *s* circle added to it by continuing the stroke to the opposite side of the consonant (so as to form a small circle) to which it is attached. A vowel cannot be written or read to the *Str* loop. Phonetic name: *Ster*.

PHRASING.—Phraseography is chiefly used in reporting, but phrases of two or three words are very common in correspondence and amanuensis work. The outline or contraction for the first word in a phrase must take its place above, on, or through the line, which it would occupy if standing alone. The second, or other joined words, may rise or fall according to their joinings, and without regard to the position or place, above, on, or through the line, usually taken by them.

EXAMPLES.—I will, I may, you will, you may, he will, he may, I shall, they will, if you, if they, and in, and the, to the, to me, shall be, you can, we can, how can, how may, all are, all his, all it, all that, all this, all you, and have, and this, and you, and with, as he, as if, as it, at him, at most, but our, but so, but that, but you, by his, by many, by our, by such, by the by, by and by.

These examples should be written in shorthand and mastered by reading and writing, as previously instructed.

LESSON XV.

The Use of the St and Str Loops.

State step taste toasts paused staff fasts casts

Vestry elastic statistic toasting dusting jesting

Poster boasters lustre registering masters dusters

Coasters foster pester pastors investor upholsterer

Deceit exceed recede dusty musty rusty

A large block of handwritten shorthand, likely a sample or exercise. It features several horizontal lines of text, each consisting of two words. The first word in each pair is written in a cursive style, while the second word is in a more formal, printed-like style. The words themselves are mostly the same as those listed above them, such as 'State', 'step', 'taste', etc. The handwriting is fluid and shows various ways of forming the 'st' and 'str' loops mentioned in the lesson title.

INSTRUCTIONS FOR LESSON XVI.

Contractions and Review.—Lessons X to XV.

- 1.—Give the five rules for writing stroke *s* and *z*.
- 2.—Write five words showing the use of *sw* circle.
- 3.—Write eight words showing the use of *s* circle.
- 4.—Give the rules for writing *Ish* and *Lay*.
- 5.—State the rules for writing *Ray* and *Ar*.
- 6.—What consonants may be omitted in some words?
- 7.—In how many ways can “the” be written?
- 8.—On which side of straight letters is *Stee* written?
- 9.—When should the *St* loop not be used?
- 10.—How is the sound of *Ster* represented?
- 11.—Is the *St* loop ever used initially or medially?
- 12.—Can vowels be read to circles or loops?
- 13.—What instructions are given about the use of phrases?

Master the contractions in Lesson XVI, as instructed in previous Lessons, and transcribe the following Exercise into shorthand, leaving each alternate line for correction, and give it to the teacher along with the answers to the above review questions.

EXERCISE.—Have you the oak pole? No; but I have the key of the boat. Do the goat and the sheep feed on the heath? On which date do you go to Rome? We all go on the eighteenth of May. The gale may make the sea rage and roar. May I write my name in the book now? No; but you may read the book which was given to you by the large boy? How many pike were in the pool? I saw only four. What would you say if I were to go away now? I got your message all right last month. I will answer it when I get time. I am busy this month, but I think I will write you on Wednesday. If you can come to see us on Wednesday we may all go to the beach to see them launch the new boat. Mary, James and Paul all came to our city to see the ball game on the eighth of May. You shall go to the social. No; I would abolish them. Take the book to the seer early, and hurry up, as we are anxious to get his testimony. Hugh has a high hobby horse here. We now mail your invoice and bill of lading.

LESSON XVI.

Contractions with Circle S and Loop St.

Itself myself himself religious because those domestic

Thyself this thus youths as is has his mistake must

His is is his first speak several Savior next most

Something subject yesterday themselves special-ly house

Signify-ied-icant-icance influence expect-ed Influenced respect-ed

Satisfactory spelling reform although almighty herself

Handwriting practice section showing various cursive strokes and loops.

INSTRUCTIONS FOR LESSON XVII.

Initial Hook adding R to Stem Letters.

Pronounce the following words distinctly, and observe closely the *r* sound blended with the preceding consonant or stem letter: Pray, pry, prow, grow, grew.

STRAIGHT LETTERS.—A small initial hook prefixed to the left side of straight descending consonants and to the under side of *k* and *g* adds *r*, making double consonants. *S* is prefixed to these double consonants by closing the hook, which makes it a circle, thus: Pay, pray, spray; Tay, tray, stray; coo, crew, screw. This makes these double letters treble consonantal sounds. These double letters are vocalized (that is, vowels are placed and read to them) as if they were single stroke consonants.

CURVED LETTERS.—A small hook written on the inside of a curved letter, at the beginning, adds *r*, thus: fr, vr, ith-r, thee-r, sh-r, zh-r, mr, nr. Offer, over, other, author, fisher, measure, owner.

S ADDED.—When *s* is the first sound in a word, and is added to curved letters initially hooked, and when attached to straight hooked letters which occur medially or finally the hook must be shown (except when following a straight stroke in the same direction) by writing the *s* inside of it, to prevent the double consonant being read as a single one, as in savor, suffer, cipher, summer, sooner, express, destroy. In a few cases the consonant *r* may be omitted, as in subscribe, superscribe. To express *sgr* or *skr* after *t* or *d*, the circle is written on the right side of those letters, as in disagree, disgrace, tasker.

NOT HOOKED.—The stroke consonants *s*, *z*, *Lay*, *El*, *Ray*, *Ar*, *w*, *y*, *h*, are not hooked for *r*.

To attain a high rate of speed, Lesson XVII and subsequent Lessons should be thoroughly mastered. Analyze each word and combination of consonants, repeat the rules for the formation of the outline, and after the principles can be readily applied the words should be copied and finally written from dictation.

EXERCISE.—Because, religious, several, satisfactory, speak, must, mistake, house, domestic, influence, something, next, himself, thyself, subject, thus, youths, yesterday, has is, as is, special, his, is, expect.

LESSON XVII.

Initial Hook Adding R to Stem Letters.

Pray pry bray tray dray crew crow grow grew prow

Spray spry screw spruce scrape stray straw strew descry

Discuss prescribe offer author either ether sooner simmer

Suffer ciphers severs summer safer soother sinners

Bright trip baker Faber favor measure treasure

INSTRUCTIONS FOR LESSON XVIII.

Extra Hooked Signs for R. Ng Hooked. Prefixes.

When *Ar* is hooked initially, it is used as an extra sign for *fr*; when it is thickened and hooked initially it is an additional sign for *vr*; when *s* is hooked initially it is an extra sign for *th-r*; when *z* is hooked initially it is an extra sign for *thee-r*.

In words that contain no other stroke consonant, these duplicate or extra signs are used when no vowel precedes, as *fro*, *free*. When another consonant comes before or after, use the form which is most convenient. If both forms of these initial hooked curves, having extra signs, are equally convenient, the one agreeing with the *r* series of straight consonants should be preferred, as in *proffer*, *tether*.

When *ng* is hooked it does not represent the sound of *ng-r* as in *singer*, but *ng-gr* and *ng-kr*, as in *Bangor*, *finger*, *thinker*, *banker*, *tinker*.

All initially hooked letters may be used at the beginning, middle or end of an outline. The phonetic names are *Per*, *Ter*, etc., not *Pee-Ray* or *Tee-Ar*, etc.

The *Sw* circle and *St* loop may be prefixed to the initial *Per* series of hooked letters, as in *switcher*, *sweeper*, *swagger*, *sweeter*, *stoker*, *stutter*, *stopper*.

Use the following sentence as a phonographic headline, and write it carefully a hundred times: "He always writes all his exercises in a most satisfactory manner and takes them to school."

Prefixes Inter-, Magni-, Self-.

The prefixes *inter-*, *intro-*, *enter-*, are represented by writing the stroke *n*, half size, close to, before or *joined* to the stroke consonant that follows it, as in *interfere*, *introduce*, *introduction*, *entertain*, *enterprise*.

Magna-, *magni-*, is represented by writing *m* above the consonant which immediately follows it, as in *magnanimous*, *magnify*, *magnificence*. This prefix is never joined.

A small circle written close to a word or part of a word expresses the prefix *self*, as in *self-denial*, *self-same*, *self-righteous*, *self-praise*, *self-love*. In *selfish* and *selfishness* the circle is joined to the *sh*.

LESSON XVIII.

Extra Hooked Signs for R. Ng Hooked. Prefixes.

.....().....().....().....().....().....().....().....().....

Fr fr vr vr ith-r ith-r thee-r thee-r fr fr vr vr ith-r ith-r

.....().....().....().....().....().....().....().....().....

Offer fro three through author throw other leathery

.....().....().....().....().....().....().....().....().....

Favor rover proffer tether lover cover hover fraud

.....().....().....().....().....().....().....().....().....

Joiner brother liver friar freely dinner extreme

.....().....().....().....().....().....().....().....().....

Finger linger banker canker tinker monger thinker

.....().....().....().....().....().....().....().....().....

Sweeper sweeter switcher swagger stoker stutter

.....().....().....().....().....().....().....().....().....

Interfere introduce introduction entertain enterprise

.....().....().....().....().....().....().....().....().....

Magnificence magnanimous magnify self-love self-praise

.....().....().....().....().....().....().....().....().....

.....().....().....().....().....().....().....().....().....

.....().....().....().....().....().....().....().....().....

INSTRUCTIONS FOR LESSON XIX.

Initial Hook adding L to Stem Letters.

STRAIGHT LETTERS.—A small initial hook prefixed to the right side of straight descending consonants, and to the upper side of *k* and *g* adds *l*, making double consonants, as in *pay*, *play*; *pie*, *ply*; *go*, *glow*.

CURVED LETTERS.—As a curved letter cannot be hooked on two sides, the small initial *r* hook written on the inside of the curved letters *f*, *v*, *sh*, *m*, *n*, is made twice its size to represent *l*; as in *flow*, *fly*, *flee*, *evil*, *martial*, *camel*, *funnel*, *panel*.

S ADDED.—When *s* is joined to consonants hooked for *l*, the hook must be shown, or else the consonant will be read as a single instead of a double one. Write the circle inside the hook, as in *pie*, *ply*, *supply*, *sickle*, *sidle*, *peaceful*.

NOT HOOKED.—The following letters are not hooked for *l*: *Ith*, *Thee*, *s*, *z*, *ng*, *Lay*, *El*, *Ray*, *Ar*, *w*, *y*, *Hay*, and *Aitch*. *Shay* when hooked should never stand alone, as in *initial*, *marshal*.

When *l* precedes the double consonants *kl* and *gl* write *Lay* not *El*, as in *local*, *legal*.

VOCALIZATION.—When it is necessary to express the vowel sound between a stem letter and an initial hook, a small circle is written in the first, second, or third vowel place as may be desired, on the left-hand side of the perpendicular and sloping consonants, and above horizontal ones for the heavy dot vowels, and on the opposite side for light dot vowels; the first place dash vowels and diphthongs are written over or before the stroke, second and third place dash vowels are struck through the stem consonant, while third place diphthongs may be written at the end of the primary letter, as in *parcel*, *Charles*, *chair*, *care*, *term*, *cheer*, *moral*, *courage*, *course*, *school*, *figures*.

Do not proceed to the following Lessons until this one has been read, written and practised as directed in previous lessons.

EXERCISE.—Write all the forms in the last Lesson several times each day. Read and write all new forms many times. Do not try to write or read a new Lesson before you can write this Lesson freely. Notice that the stem letter, that is the primary letter, is read first and the hook next to or following the stem letter.

LESSON XIX.

Initial Hook Adding L to Stem Letters.

Pay play pie ply go glow plow blew glue claw

Flow fly flee bevel camel funnel initial marshal

Pay play splay pie ply supply sickle sidle peaceful

Parcel Charles chair telegram term cheer jerk moral germ

Courage course school figures recall curl occur

INSTRUCTIONS FOR LESSON XX.

Contractions with R and L Hooks.

Write the following in shorthand, using all the contractions which you have learned. Read the shorthand many times, write it often, and finally have it dictated until it can be written freely.

We are very much pleased to hear that you are studying the Lesson that has to do with initial hooks. On the opposite page is a full list of forms which you may write without using vowels. Write and re-write them, read and re-read them, so that you may be able to write them at a high rate of speed. Do this before you write this Exercise. If you write fifty forms twice, you shall know that your speed has increased; but if you write each form fifty times, your speed shall be increased very much more. Take eight new forms and master them. Do it first by reading; then write them neatly. Do the same with all the others. You must always remember that these forms with initial hooks are simply helps to write with increased speed. Never forget that you must go back to the earlier Lessons and Exercises and re-read and re-write them several times. You must study every principle in every Lesson given, and write all the forms very carefully and neatly, and finally with a speed of at least fifty forms a minute, before you go on to what follows. Never allow your desire to write fast overrule your resolve to write neatly. The places of the long vowels, in fact, the places of all the vowels, should be well known by you. If you have trouble in placing any vowel, go back and write the Lessons over and over. The way to get up speed is to write slowly and neatly at first. Never force your speed; it comes only by practice. When you are practising the hooked forms, remember that the stem is read before the hook. When a vowel is placed before a form with an initial hook, it is read before the whole double form. If placed on the other side, the double form is read first. The stem and hook should be pronounced in a single breath. There is no royal road to success. It is only by much study, every day in the year, that you can succeed.

Before you practise this Exercise show the shorthand to the teacher, and if there are errors in it, correct them.

LESSON XX.

Contractions with R and L Hooks.

Principle principal liberty member remember-ed never

Number-ed assembly at all tell till truth true

Doctor dear during deliver-ed-y able chair cheer larger

Call equal-ly Christian-ity care glory-ify-ed for from

Over every very however evil through other they are

Strength scripture sure pleasure more remark-ed

Remarkable-ly Mr. mere nor near character belief-ve-d

Represent-ed perpendicular messenger either there their

INSTRUCTIONS FOR LESSON XXI.

Double Consonants. Prefix Con. Affix Ing-s.

The double consonants on the opposite page, *Wh- Whay, Wl- Wel, Whl- Whel*, are written up. *Lr- Ler* is written down, and *Kw- Kway, Gw- Gway, Mp- Emp, Mb- Emb* are horizontal letters written from left to right. These additional double consonants are all vocalized like the single and other double consonants, except *Wel* and *Whel*. The initial hook on these two letters is always read first, and, like the circles and loops, a vowel cannot be placed or read to it. If a vowel occurs between the *w* and *h*, write the full outline. *Emp*, when hooked, becomes *mpr* and *mbr*. The phonetic name follows the shorthand character. After *Kway* and *skw* write *El* not *Lay* when no vowel follows, as in quell, squeal. Tick *H* may be written before *Emp* and *Emb*.

Prefix Con-, Com-, Cog- or Cum-.

Con or *com* is represented by a light dot written at the beginning of the word. When the sound follows a consonant either in the same or a preceding word, *con-*, *com-*, *cog-*, or *cum-* is denoted by writing the syllable or outline under or close to the consonant or word that precedes.

Affix Ing-s.

A light dot written at the end of a consonant whether hooked, circled, or looped, expresses *ing*, as in paying, dating, sitting, hoping, eating, dancing, hearing, fearing, swearing, tearing.

Sometimes *ing* is more conveniently expressed by writing the stroke *ing*, as in evening, reading, exposing, expressing, choosing, feeding, pleading, heeding. The dot sign is generally written after *t* and the stroke *ing* after *d* and circle *s*. There is no definite rule observed by expert phonographers as to the use of the dot or stroke *ing* after *t* and *d*.

Ings is expressed by writing the stroke *ing* and the circle *s*. When a joining cannot be conveniently made, a short slanting stroke, like the Tick *H*, or the Tick *The*, but disjoined, is used, as in mornings, turnings, castings, engravings, sittings, jottings, pastings, bastings.

LESSON XXI.

Double Consonants. Prefix Con. Affix Ing-s.

WH-Whay	KW-Kway	GW-Gway	MP-Eimp	MB-Emb
LR Ler	WL-Wel	WHL-Whel	Whey	where whack awhile
Quire	quiet	quail	quarter	Quaker Guelph anguish
Damp	tramp	stamp	camp	pump embalm ambush emboss
Fuller	feeler	scholar	nailer	will well woolly wail
Whale	while	wheel	whelp	wheeled hamper scampering
Lumber	slumber	cumber	Will you comply with my request?	
And comply	Recognize	paying	dancing	hearing eating
Evening	exposing	expressing	<u>sayings</u>	mornings sittings

INSTRUCTIONS FOR LESSON XXII.

Small Final Hook adding N.

A small final hook is added to all letters, whether hooked, circled, or looped, to express the final sound of *n*, as in pay, pain, plain; key, keen, clean; tray, train, strain; pun, spun, spoon; kin, skin.

In straight downstrokes the final *n* hook is written on the left hand side; opposite the circle *s*, and on the under side of *k* and *g* and straight upstrokes, as in tone, chain, cone, gain, rain, win, won, yawn, hen.

No vowel can be placed to or read after the *n* hook, but *See*, *Ses*, *Stee*, *Ster*, may be added to and follow the sound of *n* by making the hook a small or large circle, or a small or large loop, as in pain, pains; bone, bones; tense, tenses; dance, dances; pounce, pounces; danced, punster, punsters.

The *n* hook and the final circle *s* or *z* which follow it, (placed inside the hook) is written on the inside of curves, as in feign, feigns; vein, veins; thin, thins; shine, shines; mine, mines; nine, nines. *Ses*, *Stee*, or *Ster* cannot be written to the hook *n* in curves.

If a good angle can be obtained the *n* hook may be used medially, as in vanish, finish, French, ransom, economy, foreigner, agent.

Shn when written up, and *Ln* when written down, should never stand alone. The former would be mistaken for *shr*, and the latter for *wl*.

Between two consonants a small circle can never represent *ns*.

When a vowel that is sounded follows a final *n* sound, the stroke *n* and not the hook must be used, thus: tin, tiny; chin, china; man, many; gun, agony; spoon, spoony.

The only way to become a fast writer is to have a thorough knowledge of the principles. Do not leave any Lesson until it can be written freely from dictation. Study earnestly, write continuously, and success is certain.

EXERCISE.—Liberty, assemble, equal, care, messenger, during, at all, member, remark, pleasure, near, nor, more, Mr. sure, dear, never, character, belief, for, from, true, truth, very, ever, equally, every. May we have the pleasure of your company this evening? I see no reason why we should not call. Do you?

LESSON XXII.

Small Final Hook Adding N.

↓ ↓ ↓ ↓ ↓ = ()

Pn bn tn dn ch-n jn kn gn fn vn th-n thee-n sn

.) J J ~ C C ~ C C S

Zn - sh-n zh-n mn nn 'lay-n ray-n ar-n wn yn hn

Y. S. — S. 1. J. J. S. S.

Pain plain keen clean tray train trains win wins

Bone bones tone tones ten tens dance dances danced

Punster punsters fan fans vein veins thin thins

Mine mines nine nines vanish finish French ransom

Tin tiny chin China man many' gun agony spoon spoony

INSTRUCTIONS FOR LESSON XXIII.**Small Final Hook adding F or V.**

A small final hook, written on the right hand side, or the *l* and *s* side, of straight downstrokes, and on the upper side of *k* and *g* and up-strokes, expresses the final sound of *f* or *v*. It is treated in all respects like the final *n* hook, as in tough, dove, buff, chaff, jove, trough, bluff, contrive, strive, cough, cave, cliff, glove, skiff, crave, grave. The *f* or *v* hook cannot be added to curved letters; therefore in move, nave, love, orphans, shave, thief, thieves, write the stroke *f* or *v*.

Circle *s* only can be added to the *f* or *v* hooks, and when it is added, it must be written inside the hook so that the hook is clearly shown, as in toughs, doves, troughs, bluffs, contrives, strives, coughs, caves, cliffs, gloves, skiffs, craves, graves.

If a good angle can be formed, the *f* or *v* hooks may be used medially, as in proven, prefixed, profits. The final *f* or *v* hook may be used when it represents the final *f* or *v* sound only. When a final vowel that is sounded follows a final *f* or *v* sound, the stroke must be used, as in cough, coffee; duff, defy; trough, trophies; grave, gravy; wave, wavy.

Write the following letters in shorthand, leaving each alternate line for corrections. Note all errors, copy the corrected forms several times, and then write the whole from dictation many times.

DEAR SIR: We have your invoice of Saturday last, and in reply enclose our check, for \$500 which pays it in full. We hope you may require several car loads of the same merchandise which you bought from us last season. Our stock is now full in all lines, and we trust we may have the pleasure of serving you at an early date. We shall require more stock similar to what we got from you this month, but shall advise you in a few days. Yours truly,

DEAR SIRS: We thank you for your valued favor enclosing us check for \$500, which pays all bills in full to date. We may soon require several car loads of the same stock, we got from you last season. We are now making out a list of what we desire you to ship us, and will mail it next Monday. The prices and terms will, we presume, be the same as for the last invoices. Yours truly,

LESSON XXIII.

Small Final Hook Adding F or V.

Pf bf tf df ch-f jf kf gf ray-f wf yf hay-f puff tough

۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰ ۱۱ ۱۲ ۱۳ ۱۴ ۱۵ ۱۶ ۱۷ ۱۸ ۱۹ ۲۰

Pfs bfs tfs dfs ch-fs jfs kfs gfs ray-fs wfs yfs hay-fs

لـ لـ لـ لـ لـ لـ لـ

Puffs toughs doves chaff calf roofs graves groves

يٰ وَلِيٰ لِيٰ لِيٰ لِيٰ لِيٰ لِيٰ لِيٰ

Contrive strive cliff gloves skiff craves curve curves

三、四、五、六、七、八、九

Move knave love orphans shave thief thieves live

5 6 7 8 9 10 11

Proverb prefixed lithographs profits defeat David

— ८ : ६ — १५ — २० : ३ —

Cough coffee Duff defy troughs trophies grave gravy

1886-1887

..... | 6 0. 7 1

.....
.....
.....

✓ 1.4.1. 1.4.1. 1.4.1. 1.4.1. 1.4.1. 1.4.1. 1.4.1. 1.4.1.

2 2 1 - 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

INSTRUCTIONS FOR LESSON XXIV.

The Use of the Shun Hook Illustrated.

The terminal syllable, whether spelled *tion*, *tian*, *cian*, *sian*, *sion*, or *shion*, is represented in phonography by a large final hook. Phonetic name: *Shun*.

It is written inside of curves, like the small final *n* hook, as in motion, mission, evasion, fashion, lotion. *Shun* may be written on either side of a straight consonant, as follows:

(a) When a straight letter has an initial hook, circle or loop, or springs from a curve, the *shun* hook is written on the opposite side to keep the letter straight, as in attrition, conclusion, suction, secretion, constipation, faction, affection.

(b) When *Shun* follows *t*, *d* or *j*, not preceded by a hook, circle or loop, write the large hook on the right hand side, as in irritation, dictation, temptation, addition, consolidation, magician.

(c) When *Shun* follows a simple straight letter, it is written on the opposite side to the vowel. If more than one vowel precedes, it is written opposite to the accented (always the last) vowel, as in option, potion, auction, caution, education, action. If two distinct vowel sounds immediately precede, write the stroke *sh* and the *n* hook, as in situation, valuation, tuition.

This large hook may be used medially, as in visionary, national, cautionary, affectionate, fashionable.

When *Shun* follows circle *s* or *ns*, it is expressed by continuing the circle to the other side of the stroke consonant, so as to form a back hook, as in possession, physician, transition. It may be used medially, as in transitional, positional.

Circle *s* may be added to *Shun* by writing it within the hook, as in fashions, passions, stations, possessors, dispensations, musicians.

The back *Shun* hook is vocalized by writing the third place vowel within, or rather at the end or after, the back hook, and by writing the second place vowel outside the back hook, as in position, possession.

Lesson XXIV, like all others, should be first read, then copied several times, and finally written from dictation.

LESSON XXIV.

The Use of the Shun Hook Illustrated.

A handwriting practice sheet featuring a grid of words for cursive writing. The first column contains 'Motion', 'mission', 'evasion', 'fashion', 'lotion', and 'notion'. The second column contains 'Attrition', 'conclusion', 'secretion', 'constipation', 'faction', and 'irritation'. The third column contains 'Dictation', 'temptation', 'addition', 'magician', 'option', and 'potion'. The fourth column contains 'auction', 'Caution', 'education', 'action', 'situation', 'tuition', 'visionary', and 'election'. The fifth column contains 'Elocution', 'possession', 'position', 'positional', 'physicians', 'incisions', and 'fashions'. The sixth column contains 'Missions', 'passions', 'stations', 'lotions', 'notions', 'situations', and 'additional'.

وَمَنْ يُعَذِّبُ إِلَّا هُوَ أَكْبَرُ
وَمَنْ يُحْمِلُ مَسْأَلَةَ الْمُؤْمِنِ
إِلَّا هُوَ أَكْبَرُ
وَمَنْ يُعَذِّبُ إِلَّا هُوَ أَكْبَرُ
وَمَنْ يُحْمِلُ مَسْأَلَةَ الْمُؤْمِنِ
إِلَّا هُوَ أَكْبَرُ

INSTRUCTIONS FOR LESSON XXV.**Additional Contractions and Review.—Lessons XVII to XXV.**

- 1.—How are *r* and *l* added to primary consonants?
- 2.—What are the four extra hooked signs?
- 3.—Quote the rules for using the extra signs.
- 4.—How are the prefixes *magna-*, *magni-* and *self-* represented?
- 5.—Explain how the *Per* and *Pel* consonants are vocalized.
- 6.—Name the double consonants given in Lesson XXI.
- 7.—How are the prefixes *con-*, *com-* and *cum-* represented?
- 8.—What signs represent the affixes *ing* and *ings*.
- 9.—How is *n* added to straight consonants?
- 10.—Can a vowel be read to or after the *n* hook?
- 11.—How can *f* be added to stroke consonants?
- 12.—To which letters can the hooks *f* and *v* be added?
- 13.—How is the termination *Shun* represented in phonography?
- 14.—On which side of *t*, *d* and *j* is *Shun* written?
- 15.—When *Shun* follows straight strokes how is it written?
- 16.—How is *Shun* represented when two distinct vowel sounds precede?
- 17.—When *Shun* follows circle *s* how is it written?
- 18.—How is circle *s* added to the *Shun* sign?

Before attempting to answer these questions go over all the Lessons from XVII to XXV. Write the answers on each alternate line and hand them to your instructor for examination. Do not repeat the questions, but give the numbers.

The list of contractions on the opposite page must be well studied. Trace them first with a dry pen. Memorize them, write them often, and when they are thoroughly known by sight, and can be copied from the print at the rate of forty a minute, they should be written from dictation until a speed of a hundred a minute is attained.

There is no royal road to success in shorthand: nothing but conscientious hard work, and much of it, will ensure success. Read everything you write. Correct errors and write again.

LESSON XXV.

Additional Contractions.

Happen happy upon approve above been difficult difficulty

Done down which have general-ly religion generation often

Phonograp-y heaven within important-ce while improve-d-ment

Impossible improvements one will well whether whither altogether

Anything architect-ure Catholic danger destruction advantage

Doctrine especial-ly govern-ed-ment influential information irregular

Kingdom knowledge acknowledge magazine more than better than

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INSTRUCTIONS FOR LESSON XXVI.

The Halving of Consonants.

A thin or light consonant, whether hooked, circled, or looped initially, when standing alone, if written half its usual length adds the sound of *t*; and a thick or heavy consonant, whether hooked, circled, or looped initially, when standing alone, if written half its usual length, adds the sound of *d*. A vowel written before a half-sized letter is read before both the primary letter and the added one; when written after the halved letter the vowel is read after the stem, or primary letter, but before the added letter, as in *act*, *cat*, *oft*, *fought*, *apt*, *pat*, *ebbed*, *bed*, *pit*, *bad*, *tit*, *chit*, *kit*, *fit*, *east*, *shot*, *mate*, *net*, *let*, *art*, *wait*, *yet*, *hat*, *jade*, *good*, *viewed*, *used*.

The letters *m*, *n*, *l* and *Ar* may be halved and thickened for the addition of *d*; and *md*, and *nd* thus halved and thickened, may be used when a vowel either precedes or follows *m* or *n*; but *ld* and *rd* thus halved and thickened are only used when the two consonants succeed each other without a vowel between, as in *may*, *mate*, *made*, *aim*, *aimed*, *mode*, *mote*, *sent*, *send*, *heart*, *hard*, *felt*, *felled*, *foal*, *fold*, *palm*, *palmed*.

When a vowel comes between *ld* or *rd* the single letters should be written, as in *laid*, followed, *corrode*, *read*, *parried*.

The halved letter *lt* is generally written up; but after *n*, *w* and *kw* it is written down, as in *knelt*, *dwelt*, *quilt*.

When a letter ends with a hook, halving it adds either *t* or *d*, according to the sense, as in *tent-tend*, *mount-mound*, *lent-lend*, *rent-rend*, *vent-vend*, *pretend*, *attend*.

Circle *s* at the end of a half-sized letter is always read after the added *t* or *d*, as in *bed*, *beds*, *pit*, *pits*, *pant*, *pants*, *mate*, *mates*, *nut*, *nuts*, *bend*, *bends*, *lend*, *lends*, *sound*, *sounds*, *mount*, *mounts*.

The halving principle is concluded in the next Lesson.

EXERCISE.—Me, my, youth, they, thing, young, them, language, would, thanked, large, use, which, whose, to be, any, wish, she, in, eye, what, us, I, so, our, way, should, hour, may, go, him, shall, we, usually, see, given, to, ought, use, two, difference, though, owe, business, think. Those who write daily make the most rapid progress in this study.

LESSON XXVI.

The Halving of Consonants.

P pt t tt ch cht k kt f ft s st ith itht ll lt m mt n nt

W wt y yt h ht b bd d dd j jd v vd thee thee-d z zd

Act cat oft fought apt pat ebbed bed pit bad tit chit

kit fit thought east shot mate net bad did jade good used

viewed. May mate made aim aimed mode mote scent send

heart hard felt felled fold lead followed corrode read parried

dwelt quilt tent-tend mount-mound lent-lend rent-rend vent-vend

Mate mates nut nuts bends lend lends mounts sounds

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INSTRUCTIONS FOR LESSON XXVII.

Halving Principle Concluded. Affixes.

It is the final letter that is halved to add *t* or *d* in the past tense of verbs, as in rented, granted, parted, printed, planted.

Half length strokes when joined must make a good angle, except in such words as *afford* and *named*, where the junction is evident; therefore to avoid ambiguity either write *t* and *d* in full, or disjoin the half length *t* or *d*, as in kicked, fact, propped, effect, licked, liked, looked, quaked; illustrated, attitude, situated, obtruded.

H when halved is generally written up, as in hats, heats, hits, hints; *Ray* when halved, never stands alone, see rate, write; after the large *Shun* hook the halved stroke *s* may be written up when it cannot be written down; as in salvationist, fashionist.

Ing, *Emp* cannot be halved unless hooked, as in angered, anchored, hampered, slumbered, impend.

Affixes -Ality, -Ility, -Arity, -Ly, -Ship, -Self.

Ality, *-ility*, *-arity*, and other similar terminations are expressed in Phonography by disjoining the consonant that comes immediately before -ality, etc., as in brutality, stability, barbarity, peculiarity.

The affix *-ly* is represented by *l*, joined or disjoined as may be convenient, as in heavenly, suddenly, loosely.

The termination *-self* is represented by a small circle and the termination *selves* by a large circle (written close to the consonant near the middle); while supposed to be disjoined, it is often more convenient to join this affix; as in thyself, myself, himself, ourselves, themselves; but herself, yourself, and yourselves are generally written in full.

The affix *-ship* is expressed by *sh*, sometimes joined, sometimes disjoined, as in headship, apprenticeship, township.

EXERCISE.—They often spoke of the great barbarity themselves. Be careful how you write the forms for *afford*, *named* and *conferred*. Do not forget to write the full forms for *rate*, *right*, *wrought* and *wrote*. The term *salvationist* is not now one of reproach. Turn this Exercise into shorthand and present it to the teacher for correction.

LESSON XXVII.

Halving Principle Continued. Affixes.

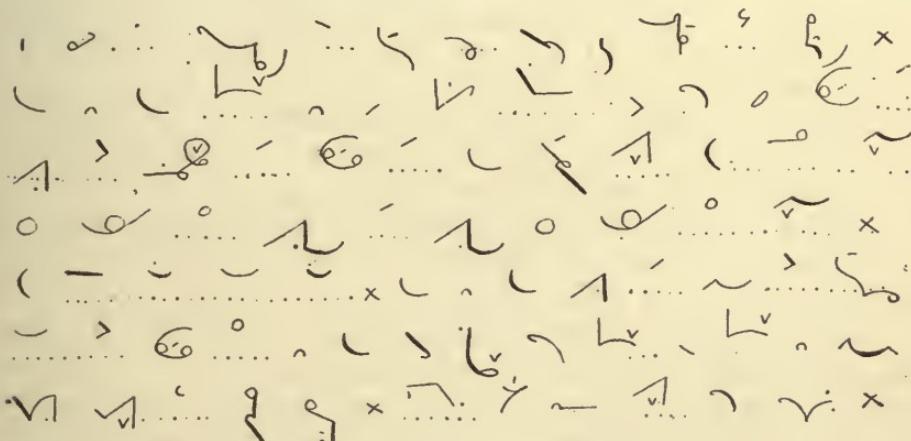
Kicked fact propped effect licked liked looked quaked attitude

Illustrated situated obtruded hats hits heats hunts excursionists

Salvationist impend fashionist angered hampered slumbered

Brutality stability barbarity suddenly heavenly loosely headship

Ourselves herself yourself rate write print printed plant planted



INSTRUCTIONS FOR LESSON XXVIII.

Double Length Characters Illustrated.

An additional syllable is added to curved letters by writing them twice their usual length.

Er is added to *Emp* or *Emb*, as in timber, tamper, temper, distemper, chamber, plumper, pamper. After *l*, the treble consonant *Emp-r* (*Emp* hooked for *R*) is more convenient, as in slumber, limber, cumber, scamper.

Ker or *ger* is added to *ing*. The *Ing* stroke hooked for *r* is more frequently used than the double length character, as in linger, lingered.

All other curves made twice their usual length add *ther*, *ter* or *der* (and *ture*), as in mother, father, letter, fetter, order, border, alter, loiter, softer, center; also invader, fender, thunder, mounter, vender, inventor, fomenter, future, feature.

A straight stroke ending with a hook or preceded by another letter, may be made double length, as in pointer, planter, chanter, bender, brander, tender, counter, hinder.

When the present tense of a verb is written by a double length stroke, the past tense is written by the halving principle, as in render, rendered; wander, wandered; tender, tendered.

Prefix In. Affixes -Mental, -Mentality, -Ment.

In is expressed by a back stroke before the treble consonantal sounds *spr*, *str*, *skr*, and before the strokes *Hay* and *Aitch*, as in inscribe, inhuman, inherit.

The letter *m* halved and hooked for *n* is used for the affix *-mental* or *-mentality*. It is generally disjoined but not always, as in detrimental, sacramental, fundamental, instrumental, monumental.

Nt (the *n* halved) may be employed as a contraction for *-ment* after *a*, stroke *ns*, or a hook, as in imprisonment, resentment, commencement, pavement, refinement, achievements.

EXERCISE.—Every one who desires to write at a high rate of speed must first make the forms very carefully and correctly. All outlines that are new to the writer should be copied until they can be made without hesitation. No amount of study can take the place of dictation.

LESSON XXVIII.

Double Length Characters Illustrated.

Timber	tamper'	temper	distemper	chamber	plumper	longer
Slumber	limber	pamper	cumber	cumbered	linger	lingered
Mother	father	letter	fetter	order	border	loiter
Softer	centre	fender	further	mounter	vender	tender
Inventor	invader	fomenter	pointer	planter	chanter	
Bender	brander	tinder	counter	hinder	render	rendered
Wander	wandered	pain	paint	painter	unscrew	inhuman
detrimental	fundamental	imprisonment	commencement	pavement		
?	!	.	?	!	.	?

INSTRUCTIONS FOR LESSON XXIX.

The W and Y Series of Diphthongs.

Besides providing a brief elementary character for every sound, phonography provides a convenient sign for every combination of vowels.

A very small *Thee* written to a stroke consonant in three places represents a diphthong formed by the union of *w* and a heavy *dot* vowel. When written in the first place, it represents *w* and a first place *dot*; in the second place, *w* and a second place *dot*; and in the third place, *w* and a third place *dot*, as in *railway*.

A very small stroke *z* written to a stroke consonant in the three places represents a diphthong formed by the union of *w* and a *dash* vowel, as in *water*.

Sometimes these signs are used for initial *w*, and may then be joined to other consonants, as in *William*, *Wilson*, *Wilkinson*, *week*, *wax*, *wake*, *woke*, *weaken*, *woman*, *women*.

A very small *n thickened*, written to a stroke consonant in three places, represents a diphthong formed by the union of *y* and a *dot* vowel.

A very small *m thickened*, written to a stroke consonant in the three places, represents a diphthong formed by the union of *y* and a *dash* vowel.

These diphthong signs may be written heavy to represent heavy dots and dashes, and light for the light dots and dashes. In actual reporting, however, it is rarely necessary to make any distinction between light and heavy signs.

The *W* and *Y* series of diphthongs is difficult to remember and write quickly. They should be practised a great deal, and until they have been mastered they ought to be gone over once each day. Every line of shorthand should be looked over in order to see where and how they are used. This is a very important Lesson.

EXERCISE.—Any young person who desires to write rapidly should join speed classes. There are many good schools, colleges and associations where daily practice may be had. The frequent practice provided by these institutions increases the speed very rapidly.

LESSON XXIX.

The W and Y Series of Diphthongs.

W and Dot Vowel

sounded as in

Wah weh wee.

Wah-t weh-t wee-t

Railway roadway twenty twelve wish frequent frequenter

W and Dash Vowel

sounded as in

Waw woh woo.

Waw-t woh-t woo-t

Water waterish waterlogged waterproof word password

Y and Dot Vowel

sounded as in

Yah yeh yee.

Yah-t yeh-t yee-t

India Asia creation year association alien recreation

Y and Dash Vowel

sounded as in

Yaw yoh yoo.

Yaw-t yoh-t yoo-t

Folio ratio period patriot serious various cameo fume

William Wilson Wilkinson week wax wake walk work warm

INSTRUCTIONS FOR LESSON XXX.**Dissyllabic Diphthongs.**

The third place light dot, preceded by and blended with the six long vowels, forms a series of two syllable diphthongs and is represented by a little angular mark, open above, for the heavy dot vowels, and the same mark reversed represents the heavy dash vowels. These angular marks may also be used to represent the first and second place heavy dots and dashes, and any short unaccented vowel, as in Kaiser, saying, being, drawing, following, doing, clayey. When the accent is on the second vowel, use the *Y* series, as in creation, reality.

Vowels that are initials of proper names may be written in longhand, or a nominal consonant may be used, as shown on the opposite page.

Phonography has been adapted to French, German and other foreign languages by the addition of signs to represent sounds heard in those languages not used in English.

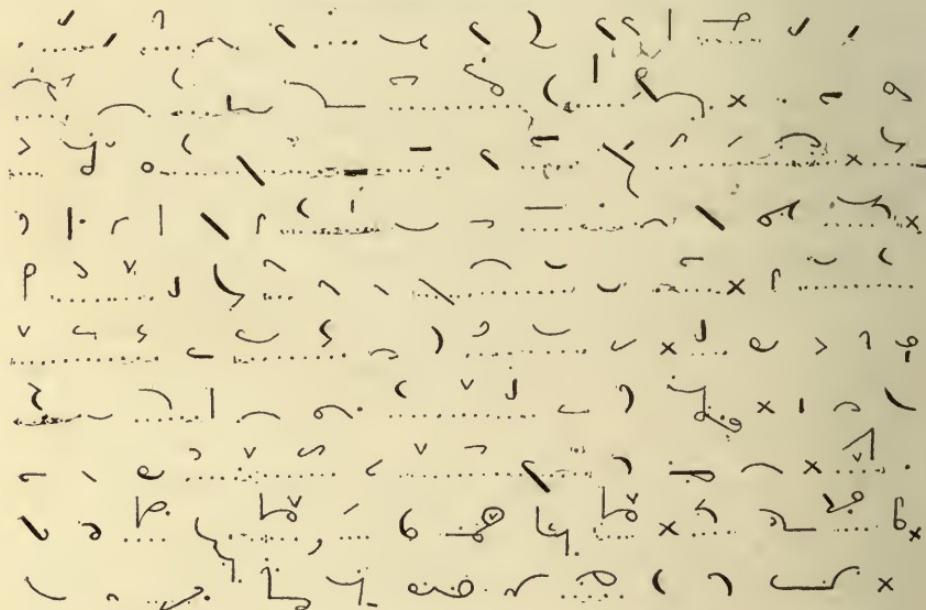
Review of Lessons XXVI to XXX.

- 1.—When a thin consonant is halved what letter sound is added?
 - 2.—Explain how a half size letter is vocalized.
 - 3.—How may *d* be added to *m*, *n*, *l* and *r*?
 - 4.—What should be done to avoid long strokes?
 - 5.—When *h* is halved how is it written?
 - 6.—Can *Ing*, *Emp* and *Ler* be halved?
 - 7.—How is *ality*, *ility*, *arity*, *ly*, *ship* and *self* represented?
 - 8.—What is added to *Emp*, *Emb*, *Ing* when written double length?
 - 9.—What is added to all other curves by lengthening?
 - 10.—What is added to a straight stroke when made double length?
 - 11.—How is the prefix *IN* expressed?
 - 12.—How are the affixes *mental*, *mentality*, *ment* represented?
 - 13.—Explain the *W* and *Y* series of diphthongs.
 - 14.—Illustrate the dissyllabic series of diphthongs.
- Every fundamental principle of phonetic shorthand has now been presented. The following Lessons will enable the student to put them into practice.

LESSON XXXI.

Contractions Involving the Halving Principles.

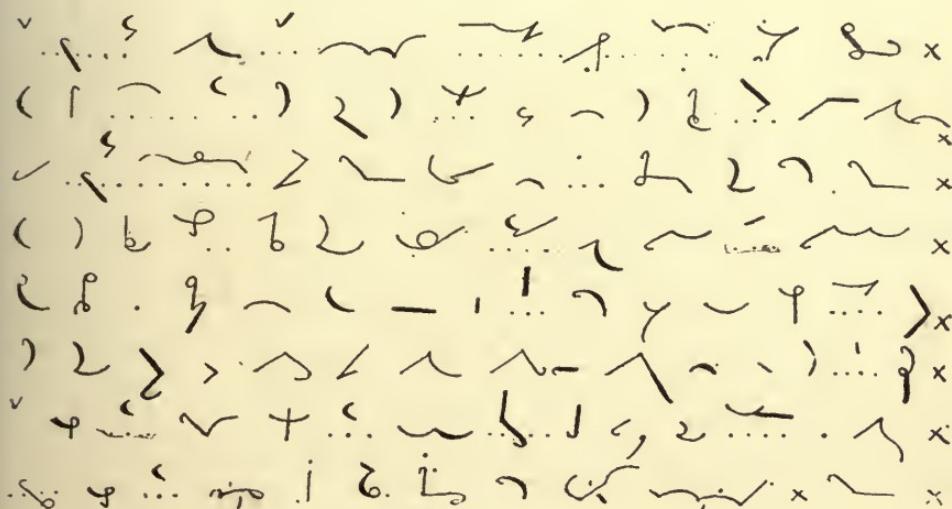
Gentlemen *J* tried great *—* building *S* quite able to *S*
gentleman *J* could *—* account *→* according-to *—* spirit *≈* good *—*
God *—* guard *—* yard *—* child *—* after *—* third *D* let *C* told *S*
particular *—* meet-ing *—* happened *—* did not *J* hand *—* yet *C*
opportunity *≈* under *—* cart *—* tell it *S* called *—* gold *—* amount *—*
do not *J* cannot *—* send *—* trade *—* nature *—* might *—* had not *J*
word *—* equaled *—* may not *—* want *—* applied *—* reformer *—*



LESSON XXXII.

Exercise on Contractions.

Reverend ↗ immediately ↘ acknowledged ↗ subscription ↘
enlarge-d ↗ phonographer ↘ practice-d-cal-ly ↗ regular ↘
establish-ed-ment ↗ manuscript transcript ↗ object ↘
inconsistent ↗ essential-ly ↘ uniform-ity ↗ natural-ly ↘
whatever ↗ satisfaction ↗ stranger ↗ immediate ↗ objection ↘
interest-ed ↗ representative-tion ↗ unanimity-imous ↘
regular ↗ reform-ed ↗ republic ↗ probable-y-ility ↘
understood ↗ parliament-ary ↗ notwithstanding ↗ nothing ↘
neglect-ed ↗ reformation ↗ understand ↗ transfer-ed ↘



LESSON XXXIII.

Exercise on Contractions.

Rather than / performs-ance \ enthusiasm-aſt-aſtic-ally)
transgress. ↗ peculiar-ly-ity \ prospect \ cabinet \)
characteristic nevertheless ↗ perform-ed \ public-iſh-ed \)
[agriculture-al aristocratic-cy ↗ administrator ↗ discharge ↗
unexampled benevolent-ce \ benignant-ity \ sent ...
indefatigable ↗ disinterested-ness ↗ ecclesiastic-al ↗ if it ↗
distinguish-ed ↗ efficient-ly-cy ↗ capable-ility ↗ till it ↗
financial-ly ↗ entertainment ↗ Presbyterian-ism ↗ tell it ↗
episcopal-ian ↗ went ↗ wont ↗ inconsistency ↗ become ↗

LESSON XXXIV.

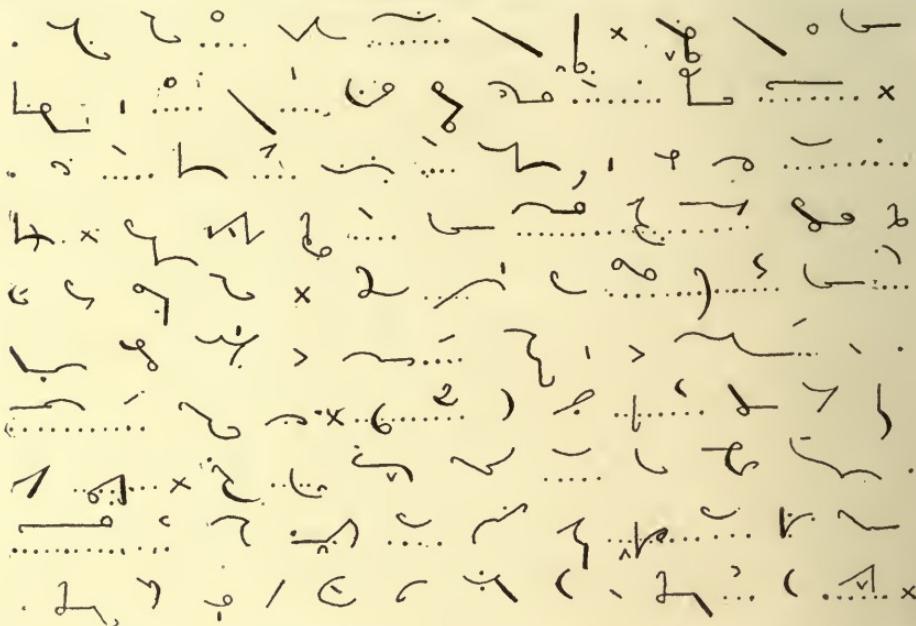
Exercise on Contractions.

Cross-examination deficiency constitution-ally description indiscriminate indescribable individual-ly superscription extinguish-ed circumstantial-ly executor democratic-ally extemporaneous indignant-ation uninfluential subservient inconsistent impracticable imperfect-ion dignity-fy-fied degeneration contingency example indenture esquire unsubstantial exchequer investment tribunal

LESSON XXXV.

Exercise on Contractions.

Whenever c inventor i commercially therefore)
textbook L Temperance Society H mechanic-al-ly ~
instructive L thankful-ly . . . surprise . . . indispensable-ly S
mathematician M manufacturer ~ profession-al P original-ly I
obscurity A proficiency V mathematic-s-al M transcribe T
transcription T repugnant-ce R relinquish-ed L out of that O
temperance L intemperance H for a time F orthodox-y O
phonographic P instruction I thought T met M



LESSON AND INSTRUCTIONS XXXVI.

Exercise on Contractions.

November December archbishop certificate
 advertise-d-ment administratrix baptize-d-ist-sm
 astonish-ed-ment arbitration suspect-ed suspicious-ly
 antagonist-ic-ism defendant disappointment contentment
 transgression unexpected-ly controversy-sial construction
 covenant dissimilar extraordinary extravagant-ce
 insignificant Calvinism atonement attainment
 celestial improbable henceforth responsible
 friendship expensive eternal bliss circumstance
 inconsiderate expenditure instead of holiness

LESSON XXXVII.

Exercise on Contractions.

Independent-ce familiarity journalism observation
inefficient-cy-ly generalization & imperturbable passenger
intelligent ... intelligible resurrection ↗ philanthropist
philanthropy-ic ↗ jurisprudence & resignation ↗ inscription
inscribe-d ↗ insubordinate-ation ↗ inform-ed ↗ January ↗
jurisdiction ↗ inspect-ed-ion ↗ proportion-ed majesty ↗
insufficient-cy-ly magnet-ic-ism-ize-ed ↗ impregnable ↗
proportionate ↗ misdemeanor ↗ Methodism ↗ melancholy ↗
objective > sensible-ly-ity censorship ↗ I am informed

LESSON XXXVIII.

Exercise on Contractions.

Unselfish-ness plaintiff manufactured transmission
revenue unquestionable-y singular-ly September
metropolitan organize-d regeneration nonconformist
organization mortgage tabernacle plenipotentiary
nonconformity wonderfully perpetual-ly selfish-ness
sufficient-ly-cy superscribe-d substantial-ly always
transubstantiation unconstitutional-ly simultaneously
recognition respectively applicable-ity February

INSTRUCTIONS FOR LESSON XXXIX.

The Importance of Regular Practice.

Lesson 6 desire ↗ succeed ↗ month ↗ father ↗ mother ↗
 sister ↗ contraction ↗ uncle ↗ aunt ↗ brother ↗ girl ↗
 faster ↗ teacher ↗ town ↗ morning ↗ before ↗ chosen ↗
 profession ↗ week ↗ phonetic shorthand ↗ for it ↗ rate ↗
 one or two ↗ from my last letter ↗ all claims ↗

LESSON AND INSTRUCTIONS XL.

Correspondence Speed Exercise.

Theory. ✓ study ⌈ fifty ⌉ minute ⌈ ⌉ following ⌈ until ⌉
letter ⌈ ⌉ sixty ⌈ ⌉ desired ⌈ ⌉ dictation ⌈ ⌉ likewise ⌈ ⌉ find ⌈ ⌉
fear ⌈ ⌉ enclose ⌈ ⌉ to-morrow ⌈ ⌉ note ⌈ ⌉ rails ⌈ ⌉ patience ⌈ ⌉
sincere ⌈ ⌉ Wednesday ⌈ ⌉ I have the honor ⌈ ⌉ by letter ✓

Handwriting practice: A series of cursive strokes and loops, primarily in black ink, arranged in several rows. The strokes include various combinations of vertical, horizontal, and diagonal lines, some with small loops or dots, designed for speed writing practice.

LESSON AND INSTRUCTIONS XLI.

Correspondence Speed Exercise.

Speed ↗ increased نصْف prove ↘ written ↙ please ↛ nine ↗
shorthand ↗ experiment ↙ forget ↗ fact ↗ mastered ↗
stock ↗ thoroughly ↗ My dear Sir firm ↗ soon ↗
ability ↗ twelve ↗ inventory ↗ in exchange ↗

LESSON AND INSTRUCTIONS XLII.

Correspondence Speed Exercise.

Your favor contains J returns V afternoon order
 required welcome occurs freight assistance J
 freely need accident week N. Y. Central
 safely entire write at any rate by wire

Z: Z .. A .. T .. C .. 6 .. X .. 6 ..
 D .. X .. 1 .. 0 .. 6 .. V .. 1 .. 6 ..
 / .. 7 .. 1 .. 1 .. M .. C .. 1 .. 6 .. V .. X ..
 S: V .. 7 .. C .. 1 .. 6 .. V .. 1 .. 6 ..
 P .. V .. 1 .. 6 .. V .. 1 .. 6 ..
 \ .. 7 .. 1 .. 6 .. V .. 1 .. 6 ..
 Z: V .. 6 .. C .. 1 .. 6 .. V .. 1 .. 6 ..
) .. 6 .. C .. 1 .. 6 .. V .. 1 .. 6 ..
 H .. V .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..
 K .. V .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..
 S .. V .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..
 L .. 6 .. C .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..
 D .. X .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..
 R .. ; .. 6 .. V .. 1 .. 6 .. V .. 1 .. 6 .. V .. 1 .. X ..

LESSON AND INSTRUCTIONS XLIII.

Correspondence Speed Exercise.

Better account correct error serve gone
esteem favor send amount statement friends
position writing present always shipment
another astray future at his request cannot say

INSTRUCTIONS FOR LESSON XLIV.**Review and Correspondence Speed Exercise.**

Spell every word in every Lesson you come to. Be sure you know the meaning of all the words you write. Read your notes every time you take dictation; and if you can save time by making time-saving phrases do so, and re-write them until they can be made quickly and never be forgotten.

Write the following letter in Phonetic Shorthand, present it to the teacher for correction, copy it studiously until you can write it very freely, then write it from dictation.

DEAR SIR: You have had five easy Lessons in Phonetic Shorthand speed practice. If you have read them several times, and have written them as advised, you will have no difficulty in writing this letter in shorthand, or in reading it after you have written it. While these letters are not very difficult, still they contain a great many good words which will assist you to write what follows with ease. Remember these letters cannot take the place of a thorough knowledge of the principles. Review the principles daily. Copy the contractions several times each week, and go over the Theory Reading Lessons until you can take them from dictation at a high rate of speed. The words chosen are just the words you will require to use in an office when you take up the duties of an amanuensis. Give heed to the phrases which you will find at the bottom of each page. They should be practised many times. They will not assist you much unless you can write them at a high rate of speed when you hear them. Get a friend to read the Lessons to you for an hour or two each day. This will increase your speed more than you will at first believe. Write all the new words until you have mastered them. Do this with every Lesson as you come to it. Never pass to the next until you can take the one you are at from dictation at the rate of fifty words per minute. If you follow this advice you will soon have no difficulty in writing very fast. You should already know that Phonetic Shorthand is a very important subject, and it will pay you for all the time you can give to it. Try to follow the advice given in each Lesson. Daily practice is the sure road to success.

LESSON AND INSTRUCTIONS XLV.

Correspondence Speed Exercise.

Claim agamst collected collections matter
overlooked effecting draft settlement esteemed
obligations remittance ascertain decline prompt

LESSON AND INSTRUCTIONS XLVI.

Correspondence Speed Exercise.

Twenty l line v passenger train y service a exceedingly L
 Baltimore & Ohio Road Y presume s ordered y furnish D
 price v tons d possible s otherwise C learn r elsewhere O

LESSON AND INSTRUCTIONS XLVII.

Correspondence Speed Exercise.

Quality forward agreed obliged instructions
correspondent address class sending some time
lowest discount quantities trial terms

29-30 x

LESSON AND INSTRUCTIONS XLVIII.

Correspondence Speed Exercise.

Replying at instant to hasten the reduction of per cent. We
marked that provided we complete the include our customers in
meantime we are not in advance of as well as when I was there we

LESSON AND INSTRUCTIONS XLIX.

Correspondence Speed Exercise.

Application refers to regarded as sound exercise of worthiness of judgment of energy of considerable strict of attention to enable to decide of appreciated regarding assured until if you can inform me in reply

INSTRUCTIONS FOR LESSON L.

Review and Correspondence Speed Exercise.

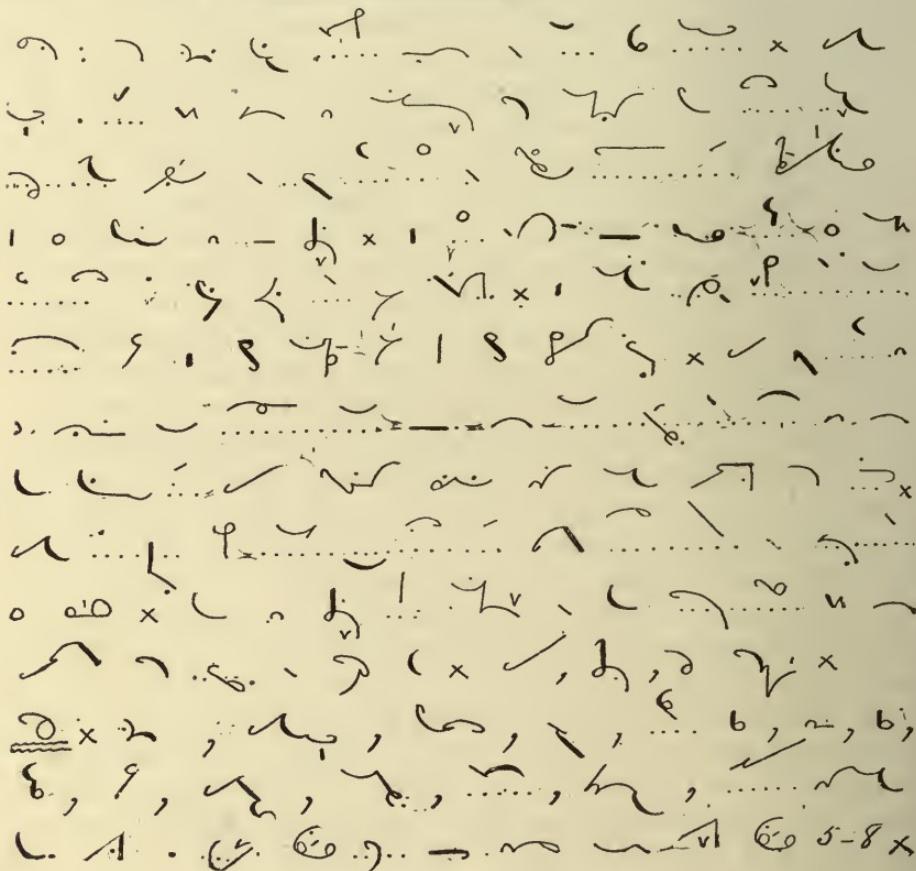
Write the following letter in phonetic shorthand; present it to the teacher for correction, then copy it until it can be read and written freely.

MY DEAR SIR—You have now read and written the Lessons applying the principles. If you still have difficulty in writing shorthand, you should go back and read and write all the Lessons. You may have found Lessons XLV to XLIX more difficult than the others, but you are now better able to write them. Have you had daily dictation? If not, try to get it. It is well to copy the Lessons; but if you can write them at the rate of sixty words a minute, an hour's dictation is better than several hours' copying. Try to get dictation regularly without further delay. No teacher can do your writing for you, nor can he do your thinking. He can tell you what to do, and how to do it; but you must do the reading and writing. All teachers agree that without a thorough knowledge of the principles no real speed can be attained. Review the Theory Lessons; read and write correct shorthand when you get the opportunity. Watch how many words you learn each day. We have to urge again the necessity of writing the three hundred contractions every day. They form sixty per cent. of the written language. If you can write them at the rate of one hundred a minute it will greatly assist you to reach the goal you have in view. Write the difficult forms many times more than the easy ones. If you have a real difficulty, ask the teacher to assist you, but do not rely on him or anybody till you really cannot help yourself. Do not forget that phonography is writing by sound. Train yourself to ascertain what sounds are in a word, and write the characters that represent the sounds. In this way you will write with great speed. The following Lessons may seem still more difficult than the early ones; but you will soon get over all difficulties. Read much, write a great deal from dictation, and your success will be sure. Remember the old saying: It is not what you read that makes you wise; it is what you remember. Study the principles.

LESSON AND INSTRUCTIONS LI.

Correspondence Speed Exercise.

Known whom enquire intimately reason
personal trustworthiness evidence endowed
average intrusted finished vacant action
perfectly certain regret learned benefit



LESSON AND INSTRUCTIONS LII.

Correspondence Speed Exercise.

B. O. BAKER
LAWYER
DALLAS, TEXAS

Non-arrival unloaded will not port detriment
 ultimo telegram former ample purpose
 detailed extensive we are in receipt of your letter

LESSON AND INSTRUCTIONS LIII.

Correspondence Speed Exercise.

Madam world earning unfit woman Ella
selected 6 signed . . . entitled discloses human
gained experience honorable pursuits proper
refined deportment generosity highminded

LESSON AND INSTRUCTIONS LIV.

Correspondence Speed Exercise

Foresee (1) unfortunate results brought capital ...
invested (2) consider (3) gave → reservation blame (4)
certainly (5) paragraph (6) slightest (7) obtaining B/L (8)
insurance (9) acknowledging (10) acknowledgement (11) act ...

LESSON AND INSTRUCTIONS LV.

Headlines for Speed Practice.

System 2. forty 1. heard 5 English language 2 alphabet. 1
 provides 1 sign . . . divided 1 consonant 1 occurring 1
 sixteen 1 diphthong 1 briefly 1 frequently 1 circles 1
 combinations 1 shortened 1 lengthened 1 employed 1

LESSON AND INSTRUCTIONS LVI.

Headlines for Speed Practice.

Initial pray play final passion option pot
vowel situation dread afternoon extenuation
curved decision possession musician single
condensation composition disposition length bed
double indicate addition straight hooks print
treble prints fashions authorities closed chains

LESSON AND INSTRUCTIONS LVII.

Headlines for Speed Practice.

Sender stroke operator liberator painter
counter medial attached wise inside sorry...
curves sentence except previously instructed

LESSON AND INSTRUCTIONS LVIII.

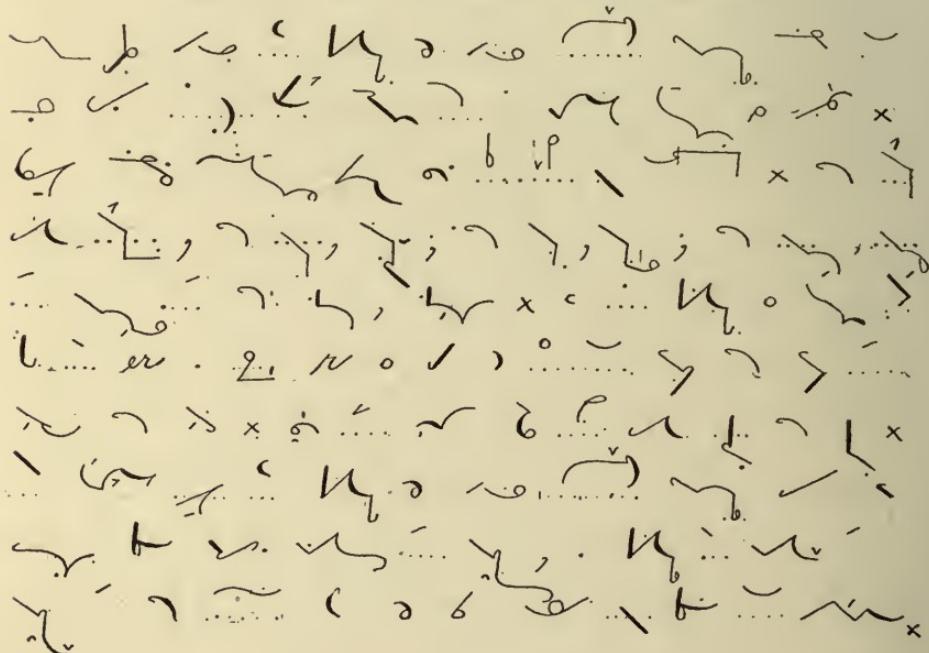
Headlines for Speed Practice.

Beginning v sprints v tents d features l prefixed v
turning b spray v straw g screw o strike l supply v
scrape v sable s saddle f cloak t sickle e bones y
Danes d suffer l sinner c summer g civil l guns p

LESSON AND INSTRUCTIONS LIX.

Outlines for Derivatives.

In practice —— recognized ↗ derivative ↗ between ↗
 clear ↗ should commence ↗ like there ↗ primitives ↗
 cannot be made ↗ too lengthy ↗ many forms ↗
 result ↗ at first ↗ incorrect ↗ poetic ↗ poorest ↗
 putrefaction ↗ pettiness ↗ aptness ↗ poorness ↗
 editor ↗ editorial ↗ pledger ↗ opener ↗ deeply ↗
 following this rule ↗ putrefy ↗ petrification ↗
 petrify ↗ pitiable ↗ achievement ↗ acknowledger ↗



LESSON AND INSTRUCTIONS LX.

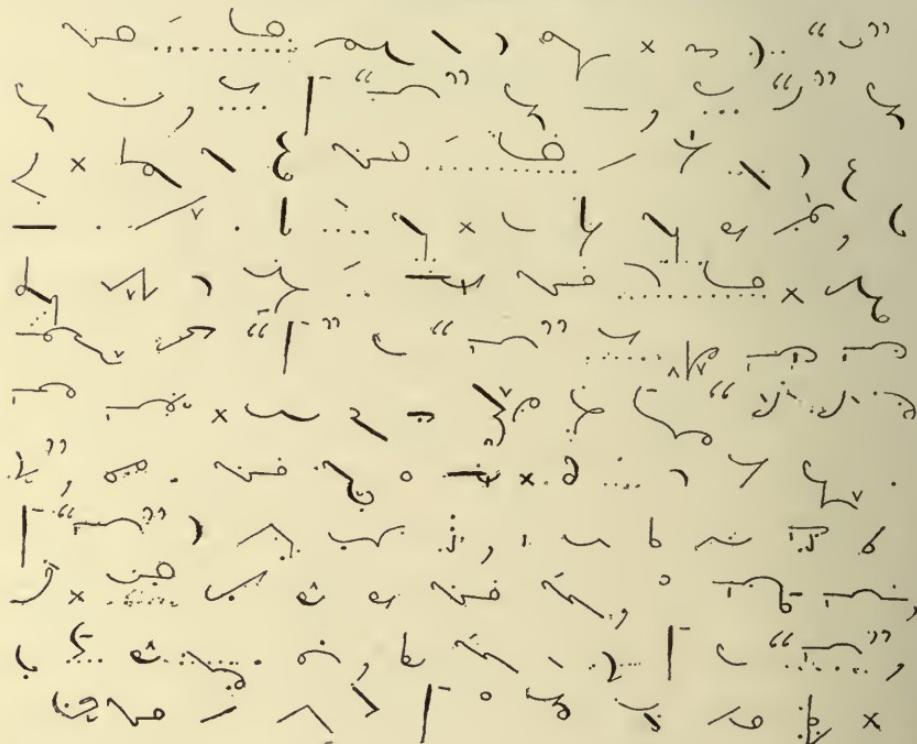
Influence of Concurring Vowels on Outlines.

Observed in the middle abbreviation for instance applied... indicated termination must be pious frequency is not Jewett Zion etc. created occurrence downward provided accompaniment

LESSON AND INSTRUCTIONS LXI.

Exceptions to the Com Principle.

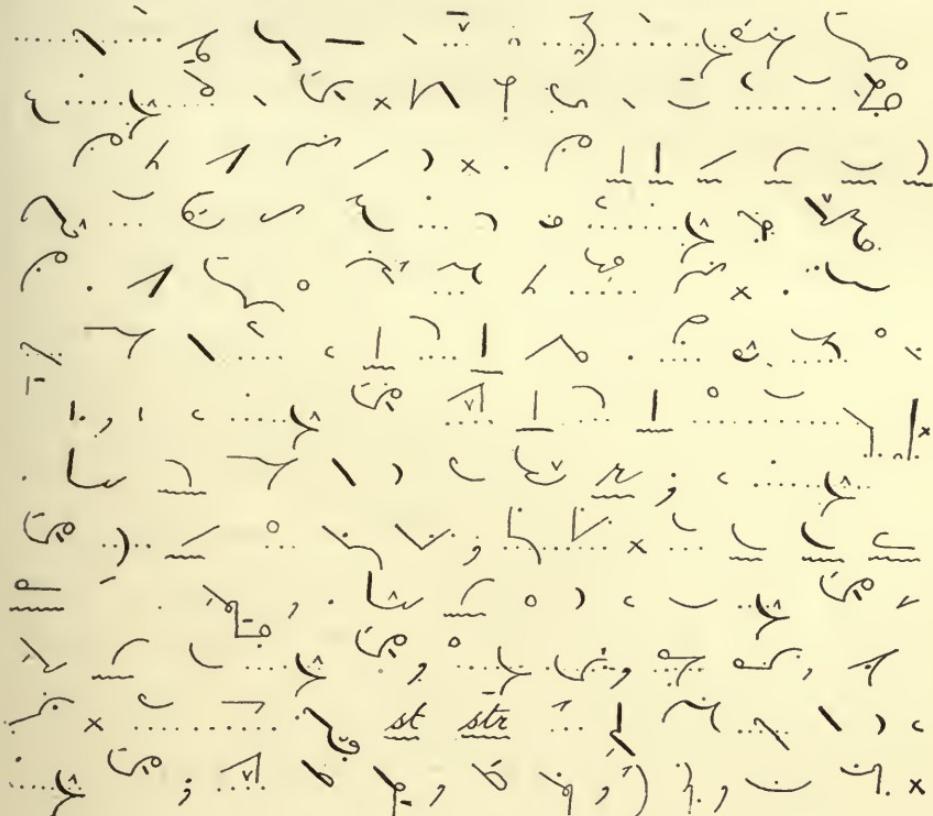
Prefixes ↗ affixes ↗ must never ↗ with regard to the ↗
 separately ↗ you cannot ↗ brevity ↗ ignore the ↗
 commotion ↗ commission ↗ commerce ↗ commissariat ↗
 by the use ↗ hence ↗ exemplified ↗ ignored ↗ shorter ↗
 concomitant ↗ comatose ↗ comic ↗ incumbent ↗
 cognate ↗ recognize ↗ it is better ↗ for a time ↗



LESSON AND INSTRUCTIONS LXII.

Influence of Final Vowels on Outlines

Of rules \checkmark consonantal \checkmark petty \checkmark duty \checkmark pet \checkmark sickly \checkmark
 taught \checkmark in all such cases \checkmark deed \checkmark pare \checkmark tar \checkmark perry \checkmark
 tarry \checkmark full \checkmark fully \checkmark skill \checkmark rail \checkmark relay \checkmark bestow \checkmark
 poster \checkmark pastry \checkmark oyster \checkmark) enter \checkmark astray \checkmark) entry \checkmark
 will be found \checkmark doubling \checkmark by one of these \checkmark about \checkmark



LESSON AND INSTRUCTIONS LXIII.

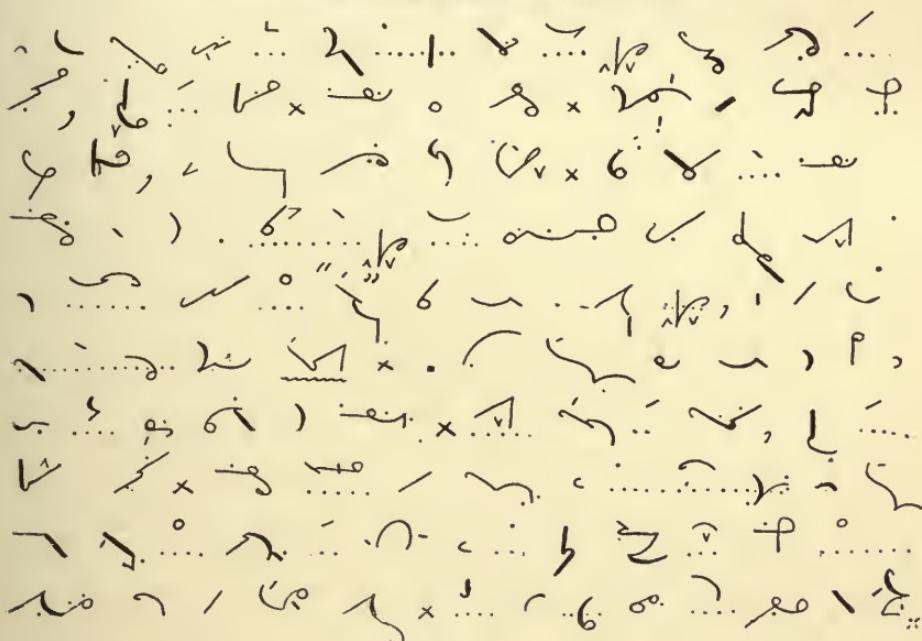
Rules for the Use of Per and Pel.

It is not necessary ~~to~~ double letters separate ~~the~~ doubt ~~in~~
experienced ~~to~~ to a certain extent ~~is~~ very lengthy
in the use ~~of~~ as to whether terminate permission
perfect invariably permit instead never
permanent permissible garment chairman
dormant German telegraph delicate children
deducted adjustment admonitor advisement

LESSON AND INSTRUCTIONS LXIV.

Influence of Accent on Outline.

Perhaps \nearrow wondered \swarrow for the words \searrow prefer \nwarrow rivers \nearrow
 reverse \nearrow divers \downarrow diverse \nearrow accent \rightarrow necessity \nearrow differ \downarrow
 for such \nearrow but the fact \nwarrow remains \nearrow authorized \nearrow
 explains \nearrow devour \nearrow certain cases \nearrow it is possible \nearrow
 in more than one way \nearrow poverty \nearrow which is now \nearrow
 refer \nearrow was written \nearrow shorthand writers \nearrow proffer \nearrow
 reverberate \nearrow reverence \nearrow revere \nearrow clashing \nearrow
 exist \nearrow much more permitted \nearrow advancement \nearrow



LESSON AND INSTRUCTIONS XLV.

Influence of Accent on Outlines Concluded.

Theoretically, can only at the end obscure
 unaccented clatter sounded prepare altar
culture in such pecker epicure pioneer
parterre tenor tenure master moisture
caviler cavalier in regard to the creator
posture pasture boaster bestir creature
mature astir agriculturist alignment alter

LESSON AND INSTRUCTIONS LXVI.

S Vowel S, Medial and Final.

Circle primary plural nouns verbs ends
infinitive person possess-es excess-es
Jesus Moses basis, bases using change
outline undergo grammatical possessive isle
diocese recess-es crisis, crises observe
frequent announcement anxiously although

... ! o t ses ? v) c s-s x . v) ...
> / o o . - v) ' : o t , o) ...
e ' ... 2 o o . x c
... 1 t i y v ... s . s , b) v 2 ...
2 o .) 9 19 . f) 2 x 6 v) ...
s
c
o
- o
v

LESSON AND INSTRUCTIONS LXVII.

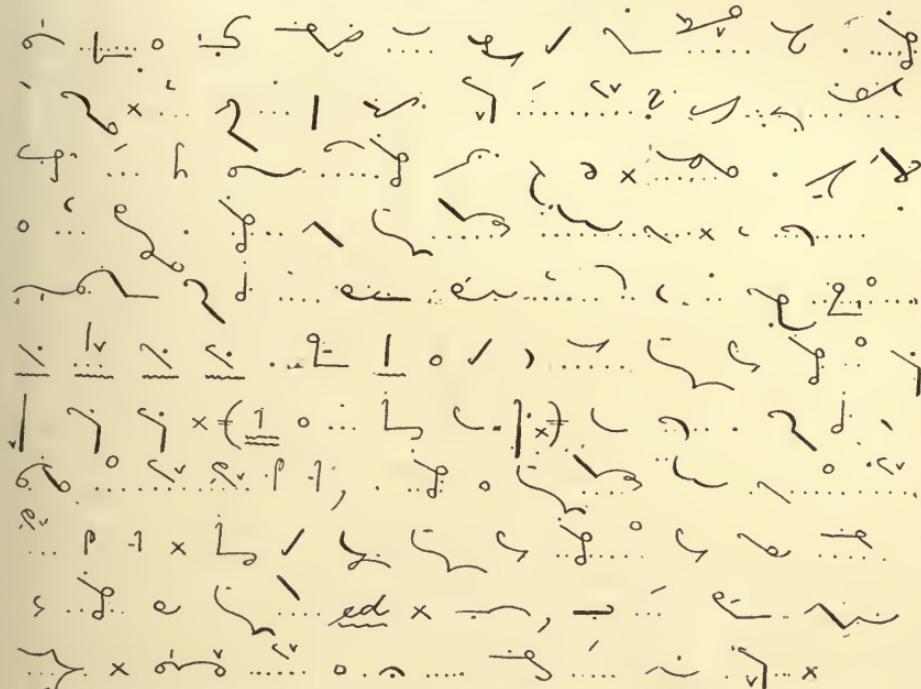
S Vowel S, Medial and Final, Concluded.

Dealt \swarrow outlines \nearrow ... preceded \nwarrow begins \searrow exception \nearrow
sustain \nearrow standing \swarrow cease. \nearrow sauce \nearrow saucy. \nearrow swing \searrow
medially \nearrow finally \swarrow - swagger \nearrow that it should be \nearrow
estate \nearrow fussy \swarrow anxiousness \nearrow approvement \swarrow . lastly \nearrow

LESSON AND INSTRUCTIONS LXVIII.

Rules for the Past Tense.

Occasionally understanding the in relation to settled past tense should there be plied in the first place question relating as far as possible uttered-ed monosyllable supplied by making the isle half length for the present this is only island by means of the by which you will see by your letter



LESSON AND INSTRUCTIONS LXIX.**Review and Speed Exercise.**

The pupil should put this Lesson into Phonetic Shorthand, show it to the teacher, and after it has been corrected, it should be written several times, and then be written from dictation until it can be taken at the rate of sixty words a minute. There are no difficult words in this Exercise for those who have mastered the other Lessons. If the instructions have not been followed, there will be great difficulties; and the only way to get rid of them is to go back and read and write all the Lessons. In the Lessons which follow there will be much that is new. It will be necessary to have patience and study every word, every form, every phrase, by reading and writing, and again study them by writing and reading. Your motto must be: "This one thing I do." Phonography, for the first few months, should be a craze. Everything but the most important things of life should be given up. Wherever you hear language spoken, as in church, in conversation, or otherwise, follow the speaker as well as you can with phonographic outlines, allowing them to form in your brain, and, if possible, trace them in mute action with your finger.

Lessons LV to LVIII are put into paragraphs. Each paragraph should be first read and then written not less than a hundred times. This can be easily done in one hour. The best results will be obtained by giving to this special practice one hour in the morning, one hour in the afternoon and one hour in the evening. If this advice be followed wonderful results in speed will be seen. Before all these special paragraphs are finished one hour will be sufficient to write one two hundred and fifty times. This practice will review theory principles, which will have a remarkable influence on the speed of the pupil. A thorough knowledge of the principles is of vast importance. Unless the principles are mastered no one need try to reach a high rate of speed; it will be time lost, and disappointment will be the result. Study the principles. No one can read shorthand for you, and no one can write it for you. These things you must do for yourself. If you read and write as advised you cannot fail to succeed.

LESSON AND INSTRUCTIONS LXX.

Ready Now for Reporting.

REPORTING LESSON AND INSTRUCTIONS LXXI.

Introduction to Reporting Practice.

Completed conducted underlying reporting
useful ... memorized directed attained students
accomplish additional at the rate of words a minute

REPORTING LESSON AND INSTRUCTIONS LXXII.

Be Careful How You Write Negatives.

Positive negative ambiguity repeating postal
there is no danger words per minute postage

Laudable illaudable mission immission
answered unanswered enviable unenviable
legal illegal mix immix enlightened
unenlightened legality illegality mobility
immobility legible illegible nerve unnerve
moderate immoderate mingle immingle
legitimate illegitimate modest immodest
noted unnoted liberal illiberal immoral

REPORTING LESSON AND INSTRUCTIONS LXXIII.

Must Write from Dictation.

Worth \checkmark qualified \curvearrowleft dictated L_{ij} , one hour's \curvearrowright
preparation \curvearrowleft rapidity \curvearrowright legibility \curvearrowleft minister \curvearrowright
sermons \curvearrowleft afterwards \curvearrowleft carefully \curvearrowleft reported \curvearrowleft taint \curvearrowleft
behind \checkmark speaker \curvearrowleft safeguard \curvearrowleft employ \curvearrowleft expert \curvearrowright
reporter \curvearrowleft confidence \curvearrowleft arraignment \curvearrowleft astonishingly \curvearrowright

REPORTING LESSON AND INSTRUCTIONS LXXIV.

Positives and Negatives Concluded.

Rewritten  reread  part  work  right angle 

..... 6.72 ✓ - 6.70 ✓
R 1.15 (1.00) 1.00
6.64 : 6.64 ! 6.64 -> 6.64

Resolute  irresolute  limitable  illimitable 

mortal immortal respective irrespective

logical illogical movable immovable

resistible irresistible mutability immutability

numerable ~~~~~ innumerable ~~~~~ relevant ~~~~~ irrelevant ~~~~~

material  immaterial  rational  irrational 

maculate  immaculate  noxious  nnoxious 

navigable innavigable nutrition innutrition

materialist' immaterialist nutritious

innutritious measurable immeasurable

1. L g b v : P...C. a K M b
2. S z (...) - N m a b x

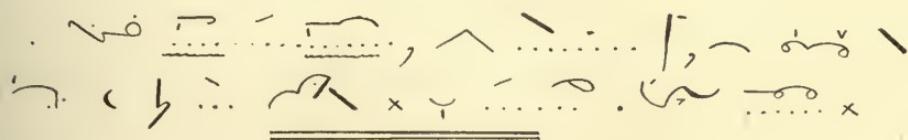
REPORTING LESSON AND INSTRUCTIONS LXXV.

Your Working Tools.

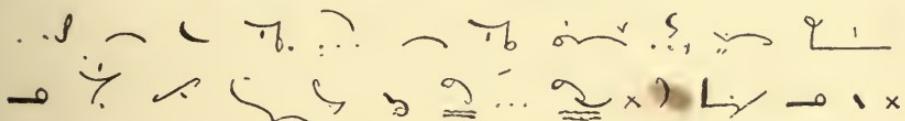
England *i* universal *o* Atlantic *h* preference *v*
fountain *u* American *o* ordinary *u* penholder *v* school *e+*
inkstand *u* one side *s* selection *g* hardness *u* glazed *c*
suitable-ly *l* surface *o* elastic *l* parallel *v* ginger *f*

REPORTING LESSON AND INSTRUCTIONS LXXVI.

Prefixes Con and Com Omitted.



Combine combined ... comfortable commandment consist
 commendable commendation communicate companion
 comparative comparatively complete compliment
 complimentary conceive concerning concerned
 conclude conclusion conduct conductor
 confidence confidential confinement conjecture
 conscience conscientious conscientiousness
 consequence consequent conservative consider
 considered considerable-ly consideration consistence
 consistency consistent constituency contemplate
 contemplation continual continue continuous
 contracted contrariety contrary convenience
 convenient conversation conclusive confinement



REPORTING LESSON AND INSTRUCTIONS LXXVII.

Omission of Words Implied.

Candidate clearly process unvocalized
 explained longer distinctive expression
 illustrated development at first... be considered verify
 judicious chiefly astonishing astonishing bankruptcy

REPORTING LESSON AND INSTRUCTIONS LXXVIII.

Phrasing I. First Principles.

Have learnt you will probably phraseograms
I am inclined to think so I shall be pleased I thank you
you may go which compose any one of them
in the examples which have been there are some
these are the which must be to be found chief
in the next grammatical connection subordinate
surmised phraseography emphasis formation
sense phrase preceding composed-ing nearly

REPORTING LESSON AND INSTRUCTIONS LXXIX.

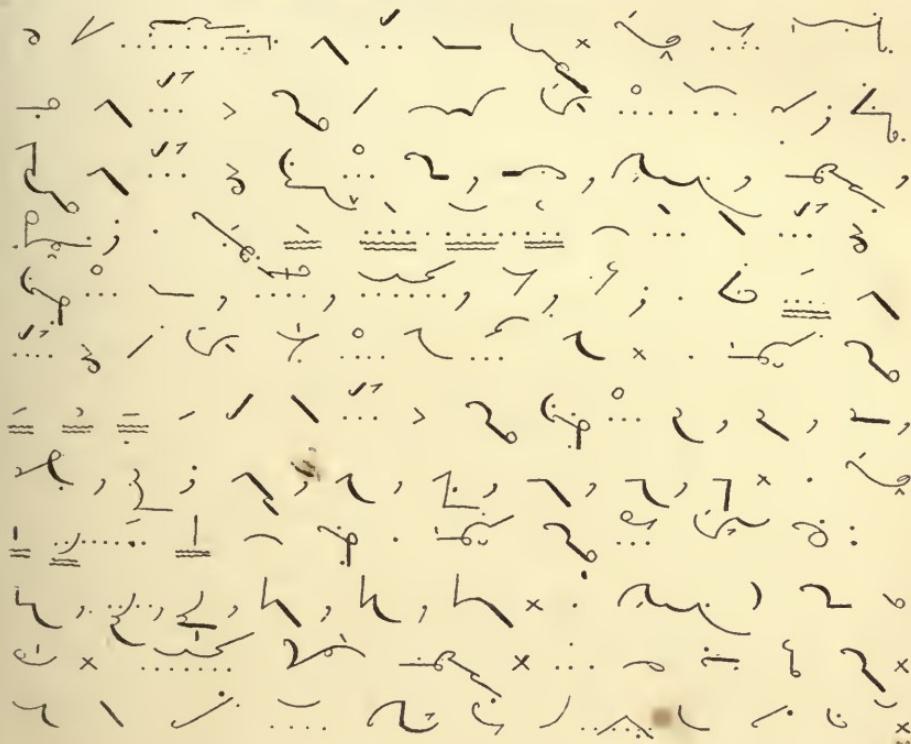
Little Things of Great Importance.

Fold envelope instructor someone instance
instructing ignorance needful typewriter
stenographer . . . doubtless amanuensis manifold
mimeograph stencil distribute letterpress

REPORTING LESSON AND INSTRUCTIONS LXXX.

Phrasing 2. Grammatical Connection.

Grammatically connected if possible
 nominatives adjectives adverbs would receive
 they qualify very good loving father of course
 they precede in N. Y. joined excellent people
 sweet music prepositions conjunction auxiliary
 in the preceding as a matter of fact balance due



REPORTING LESSON AND INSTRUCTIONS LXXXI.

Transcription of Notes.

Stretches introduction stand... accurate accuracy
manipulate machine deserves shorthand writer
trained acquired acquisition stenographer and typist
discounted dictators at the rate of declare a dividend

REPORTING LESSON AND INSTRUCTIONS LXXXII.

Phrasing 3. Omission of Words.

Absolutely necessary so that the } context omitted
in respect to in reference to with respect to bondsman
in connection with in reference to your letter extension
in respect to this matter larger and broader mostly
class of people policy of the government can have been
classes of people such a state of things sooner or later
portions of the coast may have been ought to have been
in connection with the work larger or smaller courtyard
seems to have been should have been would have been
in connection with matters of importance onward
country of the world balance sheet best of my ability

REPORTING LESSON AND INSTRUCTIONS LXXXIII

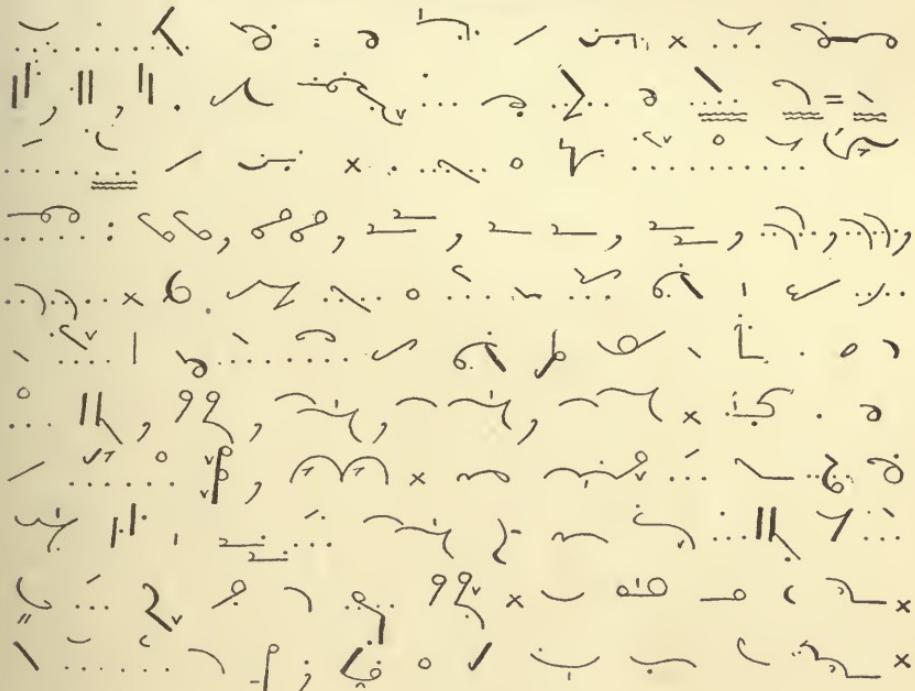
A High Rate of Speed a Necessity.

Greater demand graduate obtain secure
conceded salary attain highest hundred report
method sacrifice achievement coveted select
illustrative hesitancy construct one hundred
referring dictionary standard reading-room

REPORTING LESSON AND INSTRUCTIONS LXXXIV.

Phrasing 4. Indications of Omitted Words.

Widely \checkmark large number $\checkmark \dots$ it is generally \checkmark day by day \parallel
 week by week $\checkmark \checkmark$ year by year $\checkmark \dots$ year after year $\checkmark \checkmark$ contract \checkmark
 deeper and deeper $\checkmark \checkmark$ month after month $\checkmark \checkmark$ from side to side $\checkmark \checkmark$
 from day to day \parallel way in which the $\checkmark \checkmark$ from week to week $\checkmark \checkmark$
 day after day \parallel house to house $\checkmark \checkmark$ from year to year $\checkmark \checkmark$ syllable \checkmark
 higher and higher $\checkmark \checkmark$ lower and lower $\checkmark \checkmark$ more and more $\checkmark \checkmark \dots$



REPORTING LESSON AND INSTRUCTIONS LXXXV.

Phrasing 5. Abbreviation of Original Forms.

Desirable ~~J~~^v allowable ~~A~~ joining ~~L~~ alteration ~~V~~^v altered ~~V~~^v
makes possible ~~C~~ it is not possible ~~b~~^v in the same manner
on my part this would be ~~G~~ they would be ~~G~~ Holy Word ~~G~~
be written ~~V~~ which we obtain ~~G~~ on the part of ~~L~~ producing ~~G~~
in like manner ~~T~~^v in such a manner as ~~L~~ for the sake of ~~L~~
necessary ~~G~~ manner ~~V~~ continued ~~L~~ facil - ity ~~G~~^v.

REPORTING LESSON AND INSTRUCTIONS LXXXVI.

United States Cotton and Wheat.

Cotton \overline{J} product \overline{L} United States \curvearrowleft yield \curvearrowleft two-thirds \overline{G}
 Great Britain \curvearrowleft one third \curvearrowleft export \curvearrowleft union \curvearrowleft regions \curvearrowleft
 produces \curvearrowleft South Carolina \curvearrowleft North Carolina \curvearrowleft wheat \curvearrowleft
 successfully \curvearrowleft cultivated \curvearrowleft cultivation \curvearrowleft territories \curvearrowleft
 Tennessee \curvearrowleft Georgia \curvearrowleft Missouri \curvearrowleft adapted \curvearrowleft total \curvearrowleft
 Kentucky \curvearrowleft Virginia \curvearrowleft Arkansas \curvearrowleft Mississippi \curvearrowleft abroad
 transported \curvearrowleft winter \curvearrowleft large part \curvearrowleft consignment \curvearrowleft

.....
 ... 6~ V, .. \curvearrowleft . \curvearrowleft x .. \curvearrowleft .. \curvearrowleft ..
 , \curvearrowleft .. \curvearrowleft .. \curvearrowleft x .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 \curvearrowleft f .. \curvearrowleft .. \curvearrowleft x .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 W \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..
 .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft .. \curvearrowleft ..

REPORTING LESSON AND INSTRUCTIONS LXXXVII.

Phrasing 6. Altered Forms.

Frequency authorized thoroughly committed also
it has been suggested. overlook prime minister
that the present state of affairs for the sake of their
that there is another fact it is well known admitted
must be considered we may well secretary of state
ought to be considered and it may as well arrive
you must recollect that there is no subject so far
another subject in point of fact no stone mildly
no sir yes sir and if you can inform me

REPORTING LESSON AND INSTRUCTIONS LXXXVIII.

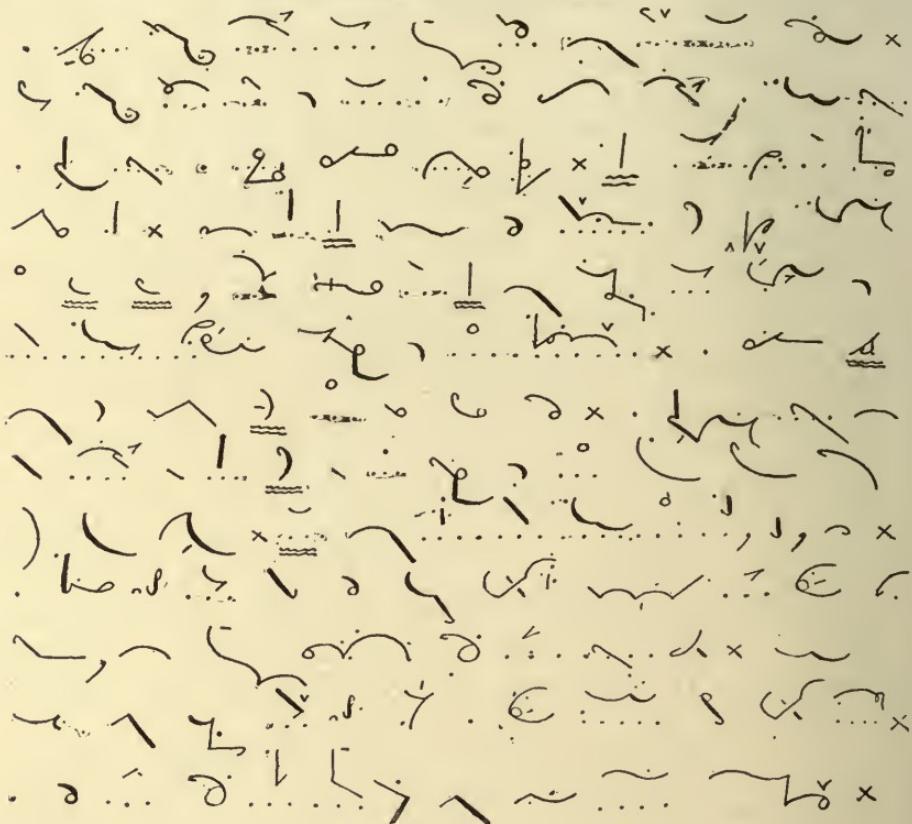
Application for Stenographer.

Punctuality New York Business College department
grammar, strictly president energetic outcome

REPORTING LESSON AND INSTRUCTIONS LXXXIX.

Phrasing 7. Abbreviations.

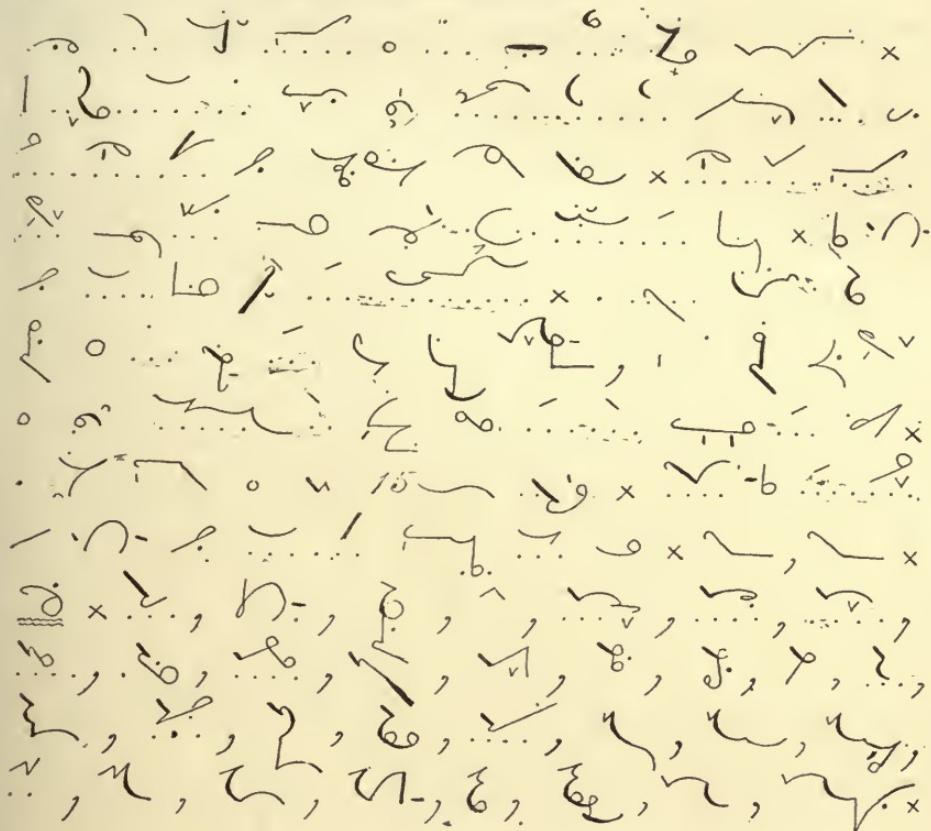
Lay down / guidance T phrasing Z halving . . . employ
of contractions L for their C from it A to his O for his C
at the same time L from his D if their C for there C for it C
may there C so their) have there C love their C doubling C



REPORTING LESSON AND INSTRUCTIONS XC.

United States Maize.

Indian J^{\wedge} corn J^{\wedge} grain J^{\wedge} indigenous Z^{\wedge} thrives J^{\wedge} spirits
 climate v^{\wedge} warmer J^{\wedge} central J^{\wedge} Iowa v^{\wedge} Kansas J^{\wedge}
 Illinois J^{\wedge} Indiana v^{\wedge} staple J^{\wedge} breadstuffs J^{\wedge} fattening J^{\wedge}
 live stock J^{\wedge} consumed v^{\wedge} alcoholic J^{\wedge} bushels J^{\wedge} starch J^{\wedge}
 glucose v^{\wedge} crop J^{\wedge} barley v^{\wedge} 1,500,000,000 v^{\wedge} 15 v^{\wedge} cereals v^{\wedge}



REPORTING LESSON AND INSTRUCTIONS XCI.

Phrasing 8. Sentence Phrases.

Which we do not feel in the manuals higher
 commercial correspondence we would only invent
 that it has been the I am in receipt of your letter
 where do you reside do you swear to that early reply
 remember that you are upon your oath can you tell the jury

REPORTING LESSON AND INSTRUCTIONS XCII.

The Use of Intersections.

Intersections impresses indelibly N. extended P.
you will be pleased that the principle E including L.
we beg to call your attention + idea Y about omission I
early attention V scientific investigation H medical science Z
memory M that the practice E scientific reporting A rule J
technical reporting T sermon reporting D intersect E

.....

REPORTING LESSON AND INSTRUCTIONS XCIII.

United States Tobacco.

Tobacco [western hemisphere colonial hops
Pennsylvania industries country hay potatoes
sugar cane grape in other there are other N
one of our in our own in other parts of the world
in all parts deliver immediately by his request

REPORTING LESSON AND INSTRUCTIONS XCIV.

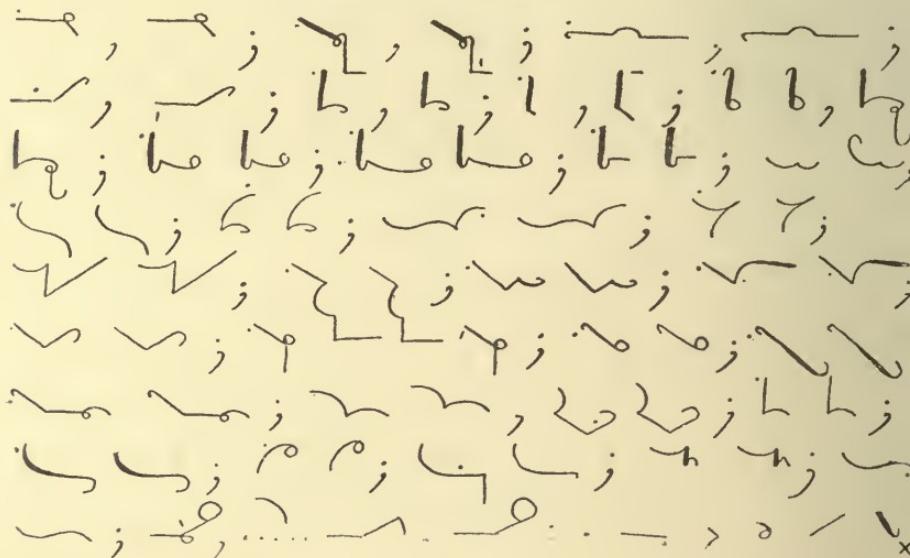
Distinction of Similar Words.

Similar $\sim \curvearrowleft$ in which it is necessary \curvearrowleft dress b. attempt L
 of clashing \curvearrowleft exactly \curvearrowleft part of speech \curvearrowleft insertion \curvearrowleft
 that it may not L pave \curvearrowleft adapt L adopt L advocate b.
 tempt L abstract \curvearrowleft obstruct \curvearrowleft defect L appraise \curvearrowleft test b.
 praise \curvearrowleft effect lady A. lad \curvearrowleft snow \curvearrowleft which is so \curvearrowleft
 attest b. enemy \curvearrowleft name \curvearrowleft poor \curvearrowleft vocalized \curvearrowleft require \curvearrowleft

REPORTING LESSON AND INSTRUCTIONS XCV.

Words Distinguished by Inserting a Vowel.

Accept, except; abstract, obstruct; achromatic, chromatic; acorn, corn; adamant, demand; adapt, adopt; address, dress; administration, demonstration; advance, defence; adventures, defenders; advocate, defect; affluent, fluent; afore, fore; aliment, element; anomaly, animal; annual, only; anterior, interior; apathetic, pathetic; appurtenant, pertinent; apostrophe, epilogue; apportion, portion; apposite, opposite; appraise, praise; approbation, probation; approximate, proximate; army, arm; aspiration, aspiration; attempt, tempt; avocation, vocation; else, less; effect, fact; endued, endowed; enemy, name; exorcise, exercise; extricate, extract; failing, feeling; farrier, furrier; immigration, emigration; incautious, noxious; induction, induction; inefficacious, infectious; innovation, invasion; lady, lad; liar, lawyer; lost, last; Maria, Mary; monarchy, monarch; monkey, monk; note, nature; obsolete, absolute; pocket, packet; predict, predicate; snow, sun; sulphite, sulphate; test, attest; vesture, visitor; voluble, valuable, available; voracity, veracity.



REPORTING LESSON AND INSTRUCTIONS XCVI.

Business Correspondence.

Castings \nearrow exact \searrow superintendent \curvearrowleft in the next place \curvearrowright
 medium \nearrow unsound \searrow airholes \curvearrowleft or not \curvearrowright surprised \curvearrowright
 on Monday evening \nearrow instanter \curvearrowleft endeavor \curvearrowright examine \curvearrowright
 foreman \nearrow forwarded \curvearrowleft best quality \curvearrowright at all events \curvearrowright

30th June 1875
 Dear Sir,
 I have the pleasure to inform you that the
 castings forwarded to you by us
 on the 1st instant were examined
 and found to be in excellent condition.
 We trust you will be satisfied with them.
 Yours very truly,
 John Smith
 Manager.

REPORTING LESSON AND INSTRUCTIONS XCVII.

United States Animals and their Products.

Tillage VJ cattle T beef . . . wool . . . skins a derived L
 plateau S mountains Z bordering K treeless V , grassy J
 plains S grazing C pasturage VJ scale A centers C
 driven L Kansas City V , Chicago J lard L herds D
 points dressed J become $\underline{\text{commodity}}$ cannot answer Z

REPORTING LESSON AND INSTRUCTIONS XCVIII.

Legibility in Phrasing.

Requisite lineality quickly unmistakable
retards discarded positively instantaneously
considering renders absolutely mistakes

REPORTING LESSON AND INSTRUCTIONS XCIX.

Phrases that are Easily Joined.

Mania ~ awkward ~ studied f. greatest 7 common
 sometimes 1 instead of 2 monumental ~ inward ~

REPORTING LESSON AND INSTRUCTIONS C.

Lineality in Phrases.

Eighty-one eighty-three clause connected plan
 running diagonally corner left hand limit
 right hand descend ten rarely confine copy
 formed misgovernment indifferent generalship

POINTERS FOR STUDENTS OF SHORTHAND.

Things To Be Done and Not To Be Done.

The stenographer is a necessity; he has come to stay.

The demand for competent stenographers exceeds the supply.

All private correspondence is entrusted to the stenographer.

His services are indispensable, and he secures rapid promotion.

A girl of eighteen often earns more than her father.

The work is pleasant, and the surroundings are always the best.

It opens wide fields for the exercise of natural talent.

It sometimes leads to the management of the entire business.

No other field is more inviting or as profitable.

All important courts now have their regular stenographers.

Through shorthand a student has an easy road to a knowledge of law.

It enables attorneys to take important notes that win a case.

Splendid opportunities await those who make themselves proficient.

Stick to shorthand until you can do good work rapidly.

The study affords a mental exercise equal to mathematics.

It develops the intellect and increases desire for other knowledge.

SIMPLIFIED PHONETIC SHORTHAND is the best instructor published.

It greatly lightens the student's work and shortens his term.

It creates enthusiasm in the pupil, and quickly increases his speed.

It makes more efficient amanuenses in much less time.

It equips students for professional reporting very rapidly.

All writers of the Isaac Pitman system can read each other's writing.

Final success depends very largely upon the choice of a school.

Avoid schools that do not give thorough individual instruction.

Cheap schools always mean cheap teachers and final failure.

Private tuition is either too expensive or the teacher is incompetent.

A good school will give five hours' dictation, five days each week.

The speed classes should be graded from thirty words upwards.

No student should be given dictation at a rate beyond his speed.

Commence the study when young; youth is no barrier to success.

Choose a good, large school where the Isaac Pitman system is taught.

Be sure the school has found good positions for hundreds of students.

THE NEW YORK BUSINESS COLLEGE, 125th Street, New York, affords all these advantages; it is, in fact, the best school of Isaac Pitman's shorthand.

Points about Spelling.

There are in the English language between three and four thousand words with which every one who proposes to master shorthand should be perfectly familiar. They are the common words of the language. While they do not include the entire vocabulary of business, they do comprise so much of it that when once thoroughly learned the student may be satisfied that no difficulty will be experienced with commercial correspondence on account of new words.

A bad speller may have the honor of being compared to a poet; he is born, not made. However, the subject is an essential and important one, and is worth a little intelligent study. Where bad spelling proceeds from defective education, as it generally does, no better plan than that of reading a great deal, and of noticing words carefully while reading, can be suggested. In this way you will learn to spell by sight. To attempt to remedy the evil by mere memory exercises and parrot repetition is of little, if any, use. Get a friend to read to you while you write, then correct your work carefully. These corrections should always be made. A hard word, or one imperfectly understood, should never be overlooked. By this method, which calls for little expenditure of time, the correct spelling and true meaning of words will be acquired more surely, and, indeed, more rapidly than by committing to memory long columns of names without thought connection.

The difficulty of spelling—a difficulty which is felt even by able and well-educated persons—arises from the fact that the English language has never been in the possession of one fixed and uniform manner of writing down the sounds of which it is composed. Every Saxon scribe wrote pretty much as he pleased—wrote as he pronounced; and a North of England scribe pronounced his words very differently from a scribe in Surrey or in Kent. “*Wold*” in the North was written “*weald*” in the South. In early times, English was not one language, but a composite of several dialects. Even as late as the Fourteenth Century there were in the language three well-marked dialects. Each dialect had its own pronunciation, and, therefore, each scribe had his own way of writing down the different words. This state of things continued down to the introduction of the printing press in 1474.

What is the result? The result is that the learner can draw up no rules, can make no classifications, can form no habits. If he forms any

mental habits at all, they are bad habits. He must imitate the irregularities of his ill-spelt language if he is to be regarded as spelling "correctly." He must learn, indeed, the bad habits of numerous Saxon and Norman scribes who have unwittingly laid on the shoulders of subsequent generations of English writers a burden not easily borne.

What is the cure for all this irregularity, malformation, and instability in our printed symbols? There is, for the present at least, no cure except that which is to be found in hard work and accurate observation.

A word is like a person. It may be known, but to be remembered it should be known thoroughly. Its form and features, its constituent letters and syllables should not only be definitely impressed on the mind, but its character, the meaning of the word and the idea conveyed by its sound should also be clearly apprehended. To receive the printed forms of words with complete accuracy into the brain, there must be

(i) **Isolation**, that is, the complete separation of the word from every other word to which it is related.

(ii) **Comparison** of contrasted forms. For example, the two forms of **ei** and **ie** may be contrasted as in

(a) receive and believe

Again, two different ways of writing (or printing) the words may be adopted, as in

(b) receive and receive

(iii) **Reproduction** is the third step.

That is to say, the learner should enter in a writing-book all the words in which he has made mistakes, and should, from time to time, rewrite these words so as to accustom himself to the **look** of them. For, until we have a self-consistent and scientific mode of spelling, it is only by the **EYE**, and not by the reason, that we can tell whether a word has been rightly spelt. "There is now," says the Professor of Anglo-Saxon in the University of Cambridge, "only one rule—a rule which is often carefully but foolishly concealed from learners—namely, to go entirely by the **LOOK** of a word, and to spell it as we have seen it spelt in books."

It follows from this that learning to spell is only a training of the

eye; and, to train the eye, perpetual reproduction of words is necessary. This reproduction may be in two ways: (i) by **copying**; (ii) by **dictation**. The former requires the very smallest effort of attention; and it is quite possible for a learner to copy correctly, and yet to spell wrongly when he comes to write something of his own composition. But, when the learner has to write from dictation, his powers of memory and of accurate reproduction are called upon, and the effort of attention is very much more vigorous.

For those who are backward in spelling, we have prepared a list of those three or four thousand words to which reference is made above. This list is given in the following pages in such a manner as to enable the student to practice it, both with a view of impressing the spelling, and with a view of giving a more practical knowledge of the form and meaning of words generally.

Most of these words are difficult only because of their simplicity. Many of them are one syllable words, and are written in shorthand with a single stroke, or with a very brief combination of strokes. If one of these lessons is thoroughly mastered daily, and written, both in longhand and shorthand, in accordance with instructions, it will surely increase the student's vocabulary, improve the accuracy of spelling, and give great aid in learning definitely the use of *position* to indicate the vowel sounds. Quite a few exercises are also given in synonyms—that is, words having similar meaning; and homonyms—that is, words having the same sound, but different in meaning.

Words similar in sound, but different in meaning, give the stenographer most trouble. These are not infrequently misused; that is, one written for another. For instance, *right* means straight, according with truth and duty, etc.; *rite* means a religious ceremony; *wright* means a workman, and *write* to record for reading—but the same sound expresses all these different ideas. There is a long list (more than six hundred) of these words in our language, and they should be learned so that the stenographer will be entirely familiar with them, and be able to tell from the context for which of them the sound or outline was written.

In correcting the work note errors carefully, and write out words which cause trouble ten or fifteen times. This is the best way to impress the correct meaning and form of the word upon the memory.

GENERAL INSTRUCTIONS FOR ALL THE SPELLING AND WRITING LESSONS.

Learn to Spell every word given by writing it; place the shorthand characters which represent it immediately after the written word, observing its proper position above, on or through the line; then state briefly the meaning of the word. If you do not know the meaning of any word, learn it from a dictionary.

The figure 1 indicates that the first letter in the shorthand outline must be written above the line; the figure 2 that it rests on the line, and figure 3 that it is written through the line.

After memorizing the spelling, meaning and shorthand characters for all the words, write each word in shorthand only, and test yourself as to whether you know the word by sight, can spell it and give its meaning. Finally, make for the teacher a neat copy of the words in longhand with the shorthand outline and definition after them, in ink, on ruled paper, leaving each alternate line for corrections.

Word Studies.—As a valuable intellectual discipline, we have arranged a series of exercises for the study of synonyms and homonyms. The study of these leads the student, almost unconsciously, into the habit of weighing words, and making nice, yet sound, distinctions. These words should also be written in longhand, unless exempted by the teacher.

Commercial Terms, phrases and abbreviations are given in each Lesson, and are briefly defined. The definitions should be committed to memory by writing them. When the Lessons are completed, the student will know the meaning of all the terms, phrases and abbreviations common to every branch of mercantile business.

Letter Writing, Punctuation, etc.—In later Lessons, exercises are given in composition and letter writing, showing the correct structure of sentences, capitalization, punctuation, as well as all kinds of business correspondence.

Typewriting.—To the amanuensis, typewriting is next in importance to shorthand, and should, if possible, be studied in the same course. Each Lesson contains sufficient useful words to fill a page, by necessary repetition. Copy accurately as many pages as the time allotted to the practice will permit.

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON I.

Each of the following words is represented by only *one* shorthand consonant (the one which is sounded), and is written above, on or through the line, as indicated by the figures.

1.—Paw, pie, abbe, abbey, boy, buoy, taw, tie, iota, die, dye, add, odd, joy, jaw, coy, guy, faugh, fie, vie, via, ivy, thaw, thigh, sigh, ice, ash, ashy, shah, pshaw, shy, am, maw, gnaw, nigh, awn, annoy, law, lie, lye, ally, alley, alloy, aisle, isle, oil, oily, raw, rye, yaw.—50.

2.—Pay, ape, ope, payee, bay, bow, beau, obey, ebb, ate, eight, eighty, toe, oat, aid, ode, owed, dough, eddy, etch, age, jay, ache, oak, echo, key, coo, cow, cue, eke, gay, egg, ague, fay, foe, ova, oath, say, knew, gnu, new, nay, neigh, inn, e'en, anew, lay, low, ell, ail, ale, allay, ray, row, roe, sew, sow, weigh, woe, yea.—60.

3.—Pea, pew, pooh, bee, bow, bough, eat, tea, ado, itchy, chew, Jew, fee, view, vow, avow, eve, sou, sow, sue, ease, easy, ooze, shoe, issue, lea, lee, ill, eel, allow, rue, row, woo, wee, ewe.—35.

Homonyms.—Choose the right word.—*Abbe, abbey*—Sir Walter Scott calls an a monastery. *Die, dye*—.... the plume black; the is cast. *Bow, bough*—The bends under its load of ripe fruit. *Ode, oiced*—He much and therefore sold the *Sew, sow*—They the seed; she will the garment. *Nay, neigh*—Their answer was an emphatic *New, knew, gnu*—I the huntsman who killed the *Lie, lye*—What President would not tell a? *Aisle, isle*—The of the new church is very wide. *Ail, ale*—That malt liquor we saw is known as *Row, roe*—He will to where the young drinks.

Commercial Term.—*A1.*—Lloyd's, in classifying boats on their register, use this mark to denote ships of the highest class. The term is also often applied to anything that is of the very best kind or quality.

Typewriting Lesson I.—Your first lesson should be to memorize thoroughly the location of the keys. Make a diagram of the key-board from memory. Before attempting to write, learn how to put in and take out the paper readily, and how to return the carriage. A knowledge of the mechanical construction of the machine is of great importance. Learn something more each Lesson.

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON II.

Each of the following words is represented by only *two* shorthand consonants (the two which are sounded), the first of which is written above, on or through the line, as indicated by the figures.

1.—Pap, papa, poppy, pop, pipe, piety, pad, pod, pied, patch, pack, pike, pica, path, apathy, posse, pious, pashaw, palm, piny, piano, pall, appall, pile, parry.—25.

2.—Pope, puppy, petty, putty, poet, opiate, paid, pay-day, poach, peck, poke, puck, epic, epoch, opaque, peg, pug, poesy, apish, uppish, poem, opium, penny, pony, pale, pail, poll, pole, opal, perry.—30.

3.—Pip, poop, peep, peaty, pity, pitch, pitchy, peach, pouch, pick, peak, peek, pique, pig, pith, pithy, pussy, push, peony, puny, appeal, pure.—22.

Homonyms.—Choose the right word.—*Pail, pale*—“They are not of complexion red or”—RANDOLPH. “The night, methinks, is but the daylight sick, only it looks more”—SHAKESPEARE. “No cheek warned me of decay.”—WHITTIER. *Pole, poll*—“And for points of faith his trusty vote.” “The muster file amounts to fifteen thousand” “All flaxen was his”—SHAKESPEARE. “And spread the truth from to”—ADDISON. *Peak, peek, pique*—“You sneak and as if you would steal linen.”—BEAUMONT and FLETCHER. “In the original, it appears as if some share in the success was owing to female”—OBSERVER. “Though he have the, and long, 'tis still for something in the wrong.”—HUDIBRAS. “Add long prescription of established laws, and of honor to maintain a cause.”—DRYDEN.

Commercial Term.—*Abandonment*.—In marine insurance, the leaving of a ship as dangerous or unseaworthy; also, relinquishing to the underwriters insured property saved from shipwreck.

Typewriting Lesson II.—Use the fingers of both hands, according to the division of the keyboard, and as indicated by the figures above the words. Typewrite four lines of each word, which will fill a page. The first word on each line should commence with a capital letter.

1122	1121	1121	1132	1122	1131	1122	1122
Them	then	they	thou	this	that	thud	thus

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON III.

Each of the following words is represented by only *two* shorthand consonants (the two which are sounded), the first of which is written above, on or through the line, as indicated by the figures.

Learn each outline thoroughly, for it is always expressed by the same form in actual reporting.

1.—Bob, bat, bought, bite, body, batch, botch, botchy, badge, back, aback, balk, bag, bog, boggy, abash, boyish, balm, balmy, bang, ball, bawl, bile, by-law, boil, barrow, borrow.—27.

2.—Babe, bet, abet, bait, bate, abate, boat, budge, bake, beck, beg, bug, buggy, both, bathe, bung, being, bomb, bell, belle, bail, bale, bellow, below, berry, bury, borough, burrow, burro, bureau.—30.

3.—Booby, beet, beat, boot, booty, beauty, bedew, beach, beak, book, bouquet, big, booth, busy, bush, bushy, beam, boom, bill, billow, bull, bully, bowery.—23.

Homonyms.—Choose the right word.—*Bail, bale*—“..... up these goods.”—GOLDSMITH. “The must be real, substantial bondsmen.”—BLACKSTONE. “None there was to rescue her; none to..... her.”—SPENCER. “Excessive shall not be required.”—U. S. CONSTITUTION. *Bate, bait*—“To is to allure, to entice.”—FAIRFAX. “A crooked pin for a hook, a vile worm for a”—IRVING. “He must either the laborer’s wages or not employ him.”—LOCKE. *Bell, belle*—“Say what strange motive, Goddess, could compel a well-bred lord to assault a gentle?”—POPE. “In a single fight he lost the”—FAIRFAX. “To bear away the, to win the prize.”—FULLER. *Berry, bury*—“I’ll thee in a triumphant grave.”—SHAKESPEARE. “Lord, suffer me to my father.”—BIBLE. “Give me a bowl of wine; in this I.....all unkindness.”—SHAKESPEARE.

Commercial Term.—*Above par*.—When the price of stocks, shares and other securities is higher than that originally paid for them, they are said to be *above par*, or at a premium.

Typewriting Lesson III.—Use the fingers of both hands as marked. Four lines of each will fill a page.

1121	1121	1221	1231	1211	1211	1211	2211
Thin	thug	been	bray	high	nigh	tint	sigh

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON IV.

Each of the following words is represented by only *two* shorthand consonants (the two which are sounded), the first of which is written above, on or through the line, as indicated by the figures. The words printed in italics are to be vocalized.

No word is introduced until the student has been fully directed how to write the proper outline. The pupil who masters each Lesson before commencing a new one will, upon completing the course, be a competent amanuensis.

1.—*Tap, top, atop, type, tapis, tab, tide, tidy, toddy, attach, tack, attack, talk, attic, tag, taffy, eye-tooth, tithe, atom, autumn, time, item, tawny, tiny, tall, tile, toil, tally, tallow, tarry, tyro.*—31.

2.—*Tape, tub, toad, toady, touch, touchy, take, tuck, tug, toga, eighth, eightieth, tame, tame, tail, tale, toll, tory.*—18.

3.—*Tip, tube, tattoo, outdo, teach, tick, took, outgo, teeth, tooth, team, teem, tomb, tool, outlaw, outlay.*—16.

Synonyms.—Choose the right word.—Bishop Trench says: “Synonyms are of like significance in the main, but with a certain unlikeness as well.” *Bring*, motion toward the speaker; *fetch*, go and bring. “And as she was going to it, he called to her and said, me, I pray thee, a morsel of bread.”—BIBLE. *Haste* denotes quickness of action; *hurry* is a confused or rash haste; *speed* denotes the actual progress made; *dispatch* signifies the promptitude and rapidity with which things are done. “O Lord God of my master Abraham, I pray thee send me good to-day.”—BIBLE. “Ambition raises a tumult in the soul, and puts it into a violent of thought.”—ADDISON. “The king’s business required”—BIBLE. “I said in my all men are liars.”—BIBLE.

Commercial Term.—*Abrasion of Coin.*—The loss in weight which money undergoes by circulation.

Typewriting Lesson IV.—Use the fingers of both hands as marked. Four lines of each will fill a page.

2211	3211	1231	1212	1212	1231	1232	1221
City	pity	heat	bind	boys	bean	beam	grin

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON V.

Each of the following words is represented by the *two* shorthand consonants which are sounded, the first of which is written above, on or through the line, as indicated by the figures. The words printed in italics are to be vocalized.

When you can spell, define and write the words correctly in shorthand, get some one to read them to you while you write. Do this with each Lesson.

1.—Dab, *daub*, dot, diet, audit, oddity, dodge, adage, dock, dike, decoy, dog, defy, dime, demy, doll, dally, doily, oddly.—19.

2.—Depot, dub, debut, debt, *date*, Deity, duet, Dutch, duchy, deck, decay, duck, dug, edify, death, doth, daisy, *dame*, dumb, *dome*, demi, dummy, odium, delay, dell, *dale*, *dole*, daily, dahlia, dull, dairy.—31.

3.—Dip, *deep*, dupe, dowdy, ditch, duke, dig, deify, idioey, dizzy, dim, *deem*, *doom*, idiom, downy, *deal*, dowry, diarrhea, duly.—19.

Synonyms.—Choose the right word.—*Idle*, unemployed; averse to doing anything useful; *indolent* denotes a love of ease or an aversion to effort; *lazy*, averse to bodily effort, and more contemptuous than indolent. “The spear and shield were high up-hung.”—MILTON. “..... repose.”—POPE. “Wicked men will ever be like rogues, and not fall to work, but be and spend victuals.”—BACON. *Industry* implies habitual devotion to labor, and includes *diligence*, which denotes earnest application and some specific object or pursuit. “In order to quicken the human, Providence has so contrived that our daily food is not to be procured without much labor.”—ADDISON. “Seest thou a man in business? He shall stand before kings.”—BIBLE. “..... pays debts; idleness will increase them.”—WEBSTER. “..... and accuracy are the only merits which an historian may ascribe to himself.”—GIBSON.

Commercial Term.—*Accept a Bill*—To accept a bill is to write one's name across the face of it, thereby engaging to pay it when due.

Typewriting Lesson V.—Use the fingers of both hands as marked. Four lines of each word will fill a page.

1221	1211	1231	1212	1211	1212	1212	1212
Burn	bent	bran	huts	hunt	hind	huge	gone

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON VI.

Each of the following words is represented by the *two* shorthand consonants which are sounded, and are written in the position indicated by the figures. Put in the long and short vowels according to the rules you have learned.

If you meet with difficulties, or if you do not find shorthand clear and easy, do not be discouraged. Obstacles melt away before an earnest worker. Write the words often.

1.—Chap, chop, chide, chalk, chime, jot, jack, jockey, jag, jaggy, jog, joyous, jam, jolly, cap, copy, occupy, cab, cob, cod, catch, caulk, cog, cash, coyish, calm, cameo, comma, acme, coil, carry.—31.

2.—Chub, chubby, check, chuck, choke, chum, cherry, chary, jet, jetty, jut, joke, jug, gem, jail, jelly, cup, cape, cub, cud, echoed, coach, cage, cake, coke, cocoa, kick, cook, cuckoo, keg, coffee, chaos, cosy, came, comb, oakum, cayenne, coney, canoe, kail, coal, cull, curry.—43.

3.—Chip, cheap, chid, chick, cheek, chill, chilly, jute, juicy, Augean, jury, keep, cube, kid, cowed, couch, kill, keel, cool, cowl.—20.

Synonyms.—Choose the right word.—*Connivance* means intentional failure to see fault; *collusion* denotes a secret agreement and co-operation for fraudulent purposes. “By the ignorance of the merchants or the dishonesty of the weaver, or the of both, the ware was bad and the price excessive. Such abuses had gradually prevailed, and gained strength by”—SWIFT. *Genius* implies high and peculiar gifts of nature; extraordinary powers of originating; *talent* denotes natural strength of intellect; power to execute. “Like many other men of, Fielding was unfortunate.”—SCOTT. “..... of the highest kind implies an unusual intensity of the magnifying power.”—COLERIDGE. Lord Chatham was distinguished for his *genius* and his son, William Pitt, for his *talents*.

Commercial Term.—*Acceptor*—The *drawee* of a bill of exchange, after he has written his name across the face of it, agreeing to pay it, is called the *acceptor*.

Typewriting Lesson VI.—

1212	1212	1212	1231	1221	1221	2121	2123
Bone	tone	bond	buoy	gong	brim	chin	chip

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON VII.

Each of the following words is represented by the *two* shorthand consonants which are sounded, written in the position as indicated by the figures. Insert all the vowels.

1.—Gap, gat, got, gaudy, gawk, gawky, gag, gash, gang, gong, gall, guile, galley, augury, fop, fob, confab, confide, fag, fog, foggy, fife, fauna, fang, fallow, folly, follow, faro, farrow, fiery, foray, fatty.—32.

2.—Fed, fade, fame, foam, finny, funny, felloe, fellow, folio, ferry, fairy, furrow, gape, get, gait, gate, gut, gutta, goat, gaiety, gauge, gig, gewgaw, gush, guinea, gale, gull, goal, gala, gaily, ugly, gory.—32.

3.—Fib, feed, food, feud, effigy, fig, fugue, fusee, fish, fishy, fume, filly, fully, fury, goat, gouty, giddy, goody, gouge, gill.—20.

Homonyms.—Choose the right word.—*Fellow, felloe*—“Worth makes the man, and want of it the”—POPE. The word is also written felly. “She seemed to be a good sort of”—DICKENS. *Alter*, to change; *altar*, a communion table. “Noah builded an to the Lord.”—BIBLE. “My covenant I will not break, nor the thing that has gone out of my lips.”—BIBLE. *Bole*, a kind of fine earthy clay; *boll*, the pod of a plant; *bowl*, a concave vessel. “The barley was in the ear, and the flax was ed.”—BIBLE. “Give them drink in s of basswood.”—LONGFELLOW. *Bourn* or *bourne*, a point aimed at; *borne*, carried; *born*, brought into life. “The undiscovered country, from whose no traveler returns.”—SHAKESPEARE. “No one could be into slavery in Mexico.”—PRESCOTT.

Commercial Terms.—*Accommodation Bill*—A bill drawn, accepted or endorsed to aid or accommodate one of the parties thereto, and for which no value has been given. *Account*—In business, a statement showing the amount due, by one to another, for cash, goods, etc. On the Stock Exchange, the period which intervenes between one settlement and another.

Typewriting Lesson VII.—

1221	1221	1221	1221	3221	1212	1322	1322
Dish	fish	fist	mist	list	bend	bake	cake

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON VIII.

Each of the following words is represented by the *two* shorthand consonants which are sounded, written in the position indicated by the figures. Insert all the vowels.

1.—Vat, viny, avenue, valley, value, volley, asp, acid, aside, ask, saucy, Siam, Zion, shop, shabby, chateau, shad, shod, shied, shoddy, shadow, shadowy, shock, shaggy, sham, shammy, chamois, shawl, shallow.—29.

2.—Vote, evoke, vague, vogue, veiny, vary, ethic, thumb, thorough, suet, assayed, essayed, eschew, assuage, ice-house, assail, shape, shade, shady, shed, showed, slave, shake, shaky, shame, shell, shale, shoal, showily, sherry, usury.—31.

3.—Veto, vouch, venue, villa, thick, theme, theory, seaweed, sea-view, see-saw, assume, zeal, easily, easel, zero, ship, sheep, shoe-tie, shook, showery.—20.

Synonyms.—Choose the right word.—*Clumsy*, ill-made, badly constructed; *awkward*, ungraceful in movements or manners; *uncouth*, untrained in language or deportment. “The exercises of the European tourney.”—PRESCOTT. “O blind guides, which being of an religion, do ‘strain at a gnat and swallow a camel.’”—UDAL. “Thus sang the swain.”—MILTON. *Error*, deviation from the right; *mistake*, apprehending wrongly; *misperception*; *blunder*, to do a thing without forethought. “Yet know not how to find the uncertain place, and on, and staggers every pace.”—DRYDEN. “His judgment was often in , though his candor remained unimpeached.”—“A man may the love of virtue for the practice of it.”—JOHNSON. An may corrected and a rectified.

Commercial Terms.—*Account Current*—A statement drawn out in Dr. and Cr. form, containing an account of the transactions which have taken place between two parties during a certain time. *Account Sales*—An account sent by a merchant to the consignor of goods telling the weight of the goods sold, the price obtained, and the net result after deducting the freight, commission, and all other charges.

Typewriting Lesson VIII.—

1322	1332	3322	3322	1322	2322	1322	3231
Came	gale	lake	lame	make	same	name	plan

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON IX.

Each of the following words is represented by the shorthand consonants which are sounded, and must be written in the position indicated by the figures. Insert all the vowels.

1.—Map, mop, mob, motto, mighty, amity, match, mock, mica, moth, massy, mossy, mash, ma'am, mamma, manna, many, maul, mile, marry, marrow, Morrow, miry, mothy, mallow.—25.

2.—Mope, empty, Mayday, meadow, muddy, make, meek, mug, muggy, muff, mesh, mush, maim, mum, mummy, money, minnow, mania, ammonia, among, aiming, mail, male, mole, mull, Malay, mellow, melee, merry, mower, emery.—31.

3.—Myth, mouth, meal, mill, mule, mealy.—6.

Words with Circle S.—1.—Packs, pass, poise, pies, pause, paws, pacifies, apostle, piously.—9.

2.—Poets, apex, pays, pace, apace, apiece, pose, oppose, pasty, upset, upside, episode, possess, puzzle.—14.

3.—Piteous, peace, piece, peas, pews, appease, pistol.—7.

Homonyms.—Choose the right word.—*Jam*, to squeeze; *jamb*, the side-piece of a door or fireplace. “The stranger was in a great”—KENT. “The fell from the hand of the architect.”—GUILT. *Hart*, male deer; *heart*, the seat of life. “Godliest of all the forest and hind.”—MILTON. “Why does my blood thus muster to my”—SHAKESPEARE. “Look, then, into thy and write.”—LONGFELLOW. *Threw*, did throw; *through*, as to pass through a board or gate. “..... the gates of ivory he dismissed his gallant offspring.”—“He a brave defiance in King Henry’s teeth.”—SHAKESPEARE.

Commercial Terms.—*Accountant*—A person skilled in posting, keeping and balancing books, and who is usually employed by merchants, public companies, etc., to prepare accounts and balance-sheets, or to audit their books and accounts for the purpose of seeing that they are properly kept. *A Clean Acceptance* on a bill of exchange is simply a signature, or a signature and the name of the place where payment of the bill is made.

Typewriting Lesson IX.—

8231	1313	3312	1331	3131	1121	1311	1211
Plat	harp	lark	flag	ably	ruin	vary	very

SPELLING EXERCISES AND SHORTHAND PRACTICE

LESSON X.

The following *words* should be written in shorthand, and in the position indicated by the figures. The *contractions* should also be written as instructed in shorthand Lessons V and X. With the twenty-five contractions given in this Lesson, twenty-five per cent. of the English language is written. Write these words in longhand and in shorthand, as instructed for the writing of the words. Remember that only words that are sounded are written in phonography.

1.—Nap, nab, knob, knobby, natty, knotty, naughty, untie, annoy, notch, enjoy, knack, knock, knife, naive, envoy, navvy, noisy, gnash, nausea.—20.

2.—Nape, into, neck, nick, nook, enough, nave, knave, navy, nephew, envy, inveigh, unsay, name, numb, enemy, ennui, narrow, ink.—19.

3.—Nip, neap, nib, unto, annuity, needy, endow, endue, undo, undue, niche, ensue, uneasy.—13.

Contractions.—The, and, of, to, in, a, that, is, it, he, with, be, are, but, I, all, by, not, or, as, thy, have, at, no, any.—25.

Homonyms.—Choose the right word.—*Bread*, a kind of baked food; *bred*, educated, trained. “In the sweat of thy face shalt thou eat”—BIBLE. “Born and on the verge of the wilderness.”—EVERETT. “Flowers which I up with tender hand from the first opening bud.”—MILTON. *Cell*, a small room, as in a prison; *sell*, to exchange for money. “The heroic confessor in his”—MACAULAY. “I am changed. I'll all my land.”—SHAKESPEARE. *Clause*, a part of a sentence; *claws*, sharp, hooked nails of animals or birds. “The usual attestation to a will.”—BOUVIER. “..... are also the slender base of petals, as those of the pink.”—GRAY.

Commercial Terms.—*Acquittance*—A full discharge in writing of some contract debt or liability. *Action*—any legal proceeding instituted in a court of law. *Active Bonds*—Bonds which bear a fixed rate of interest, payable in full from date of issue.

Typewriting Lesson X.—

2311	1233	2231	1221	3321	3321	2121	2233
Wary	real	wily	fury	lazy	lady	over	dial

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XI.

The following words should be written in shorthand, and in the positions indicated by the figures. The *contractions* should also be written as instructed in shorthand Lessons V and X. Write these words in longhand and in shorthand as instructed for the writing of the words.

1.—Lap, lop, lob, lobby, alibi, alto, lad, laud, lied, allied, alloyed, latch, lodge, lack, lacky, lock, like, lag, log, laugh, life, live, alive, olive, lava, lath, loathe, lithe, lash, lamb, lime, loll, loyal.

2.—Elope, lobe, elbow, laity, led, last, load, lode, lady, ledge, allayed, allege, elegy, lack, luck, lucky, leg, loaf, elf, lave, love, levy, loath, lathe, loathe, also, lasso, lazy, lame, loam, lull, lowly.

3.—Lip, leap, loop, lewd, allude, elude, loud, aloud, leach, leech, liege, lick, leak, look, league, leaf, aloof, live, leave, leash, limb, loom, lily, lowery, leak.

Words with Circle S.—1.—Palace, palsied, polonaise, porpoise, paradise, uprise, parasite, parricide, parson, parasol, paralyze.

2.—Pulse, palisade, paleness, polarize, purpose, purposely, apparatus, parades, parks, previous, porous, upraise, uprose, pursuit, parsonage, perilous, uproarious, pursued.

3.—Police, pellucid, periods, peruse, perusal, peruser, pureness.

Contractions.—At, has, away, can, come, do, did, each, had, half, his, holy, how, if, is, it, Lord, much, on, out, own, put, saw, up, was, when, why, who, without, ye, year, you, your.

Homonyms.—Choose the right word.—*Vale*, a valley; *veil* or *vail*, a covering. “The of the temple was rent.”—BIBLE. “Down the lovely of leisure.”—JEAN INGELOW. *Feat*, an exploit; *feet*, more than one foot. “With stories told of many a”—MILTON. “.... was I to the lame.”—BIBLE.

Commercial Terms.—*Active Circulation*—The active circulation of a bank means the notes actually issued and in the hands of the public. *Active Partner*—An active partner is one who takes an active or working part in the business in which he is concerned, distinguished from *nominal partner*, or one only in name.

Typewriting Lesson XI.—

1221	2232	1312	1232	1232	1232	1232	1232
Body	sold	harm	bold	cold	hold	beam	mold

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XII.

The following words should be written in shorthand, and in the positions indicated by the figures. The *contractions* should also be written as instructed in shorthand Lessons V and X.

1.—Rap, ripe, rob, aright, errata, rat, rot, wrought, right, rite, write, riot, arid, rod, ride, arch, orgie, rack, rock, rag, wrath, wroth, rash, ram, rhyme, rang, wrong, rally, royally, rely.—30.

2.—Rope, repay, rub, robe, aërate, rate, rut, rote, wrote, arrayed, red, raid, rode, road, rowed, ready, ruddy, wretch, rage, urge, ridge, ridging, wreck, rake, rug, rogue, earth, earthy, racy, rosy, ratio, rush, rum, roam, rainy, rung, wrung, rowing, relay, rare, roar, rower.—42.

3.—Rip, reap, rib, ruby, writ, root, route, rout, read, reed, rood, rude, rich, reach, rick, reek, wreak, rook, review, ruth, wreath, rim, ream, rheum, rheumy, room, roomy, ring, wring, hourly, really, rear.—32.

Words with Circle S.—1.—Box, bass, boss, boys, buoys, buys, bias, ibis, besought, bask, obsequies, abscess, absence.—13.

2.—Bakes, base, bass, baize, buzz, bespoke, bespeak, beset, bestow, obesity, boisterous, bestowal, bestir, basin, obscenity, absentee, baseness, obeisance, basely, bustle, abeyance, bonus, bellows, balsam.—24.

3.—Obtuse, beauteous, books, abuse, booze, bows, obsequious, besom, bosom, obscene, busily, biliary.—12.

Contractions.—Business, different, give, go, him, may, our, hour, eye, large, language, shall, should, so, us, she, wish, to be, be, thank, me, my, know, owe, ought, see, use, they, them, thing, think, though, too, two, usual, we, way, what, which, whose, ease, would, youth, young.

Commercial Term.—*Act of Bankruptcy*—This means that any act by which a debtor becomes liable to be made a bankrupt; such as an insolvent fleeing the country, or transferring his goods or property to another, with a view to defeat creditors; a debtor giving notice to his creditors that he has suspended, or is about to suspend, payment of his debts; an insolvent filing in court a declaration of his inability to pay his debts, etc.

Typewriting Lesson XII.—

1232	1232	1232	1212	1312	3211	2311	1311
Fold	gold	told	more	four	pour	sour	.gout

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XIII.

Write the words in shorthand, in the positions indicated by the figures. Insert all vowels that are sounded.

1.—Wipe, watch, wallow, wire, wiry, haughty, hide, hatch, hash, hallow, hallo, holy, hollow, harrow.—14.

2.—Weighty, wed, wade, weighed, wedge, wage, awake, awoke, waylay, were, ware, wore, aware, wary, worry, yellow, yore, heady, hedge, heavy, hush, honey, halo, hurry.—24.

3.—Weep, witty, weed, wood, widow, witch, winnow, willow, wooed, ewer, heed, hewed, hitch, huge, hyena, hero.—16.

Words with Circle S.—1.—Baroness, barrenness, typhus, toss, toys, twice, tacit, task, tassel.—9.

2.—Barenness, touchiness, tasty, testy, etcetera, tusk, tussel, tennis, tenacious, tortoise, terrace, tyrannize, tyrannous, depose.—14.

3.—Tease, outset, outside, outrages.—4.

Homonyms.—Choose the right word.—*Wade, weighed.* “Forbear and no further in this speech.”—OLD PLAY, “The king’s admirable conduct hasd through all these difficulties.”—DAVENANT. “They for my price thirty pieces of silver.”—BIBLE. *Ware, wear.* “Trials us into a like of what, possibly, in the first essay, displeased us.”—POPE. “If the people of the land bring or any victuals on the Sabbath day to sell.”—BIBLE. “Let the dark shop commend the”—CLEVELAND. *Cite, to summon; site, local position; situation; sight, the power of seeing.* “Thed dead, of all past ages, to the general doom shall hasten.”—MILTON. “The semblance of a lover fixed in melancholy”—THOMSON. “A cloud received him up out of their”—BIBLE. “O loss of, of thee I most complain.”—MILTON.

Commercial Terms.—*Act of God*—A clause in a policy of insurance or a bill of lading meaning those perils or dangers which are beyond human power to control. *Acceptance for Honor*—A term used when a person, not already liable upon it, accepts or pays a bill of exchange for the honor (that is, to save the reputation of) the drawee, or one of the endorsers.

Typewriting Lesson XIII.—

2311	1311	3223	2311	2233	2131	2233	3231
Rout	bout	plea	each	meal	wean	leap	lead

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XIV.

Write the words in shorthand, in the positions indicated by the figures. Insert all vowels that are sounded.

1.—Popped, piped, padding, panic, party, parity, parried, parody, parch, park, piracy.—11.

2.—Peppery, poetic, poetess, pettish, epitome, peanut, punch, pansy, punish, penury, pulp, polka, poker, policy, palsy, polish, parade, perch, porch, purge, pork, purvey, pursue, uproar, uprear.—25.

3.—Pudding, pinch, pillory, purity, period, peerage, purify, peeress, purely.—9.

Words with Circle S.—1.—Device, devise, advice, adds, odds, dice, audacity, decide, noisome, insanity, niceness, lapse, elapse, annoyance, lacks, locks, likes, lifeless, laws, loss, lies.—22.

2.—Depository, debase, decorous, deface, edifice, defiance, deviser, days, does, dose, odious, ideas, despise, dispose, despiser, dispenser, despoil, dispel, despair, disappear, disperse, dusty, destiny, distil, desk, dusk, dusky, discuss, disease, disuse, adviser.—31.

3.—Dubious, diffuse, adduce, deceit, deceive, disavow, decease.—7.

Homonyms.—Choose the right word.—*Him*, that man or boy; *hymn*, a sacred song. “Green vales and icy cliffs, all join my”—COLE-RIDGE. “With his martial cloak around”—WOLFE. *Bad*, not good; *bade*, told. “Thus begins and worse remains behind.”—SHAKESPEARE. “So sweetly she me adieu.”—SHENSTONE. *But*, a connecting word; *butt*, larger end; to strike with the head, “.... he lay like a warrior taking his rest.”—WOLFE. “The beast s me away.”—SHAKESPEARE. The of the whip.

Commercial Terms.—*Actuary*—An officer in a life insurance company who makes the necessary calculations as to the probable duration of life, and advises generally on all questions relating to the statistics and finances of the concern. *Adjudication Order*—An order made by a court of bankruptcy, declaring a debtor bankrupt, so that his estate may be vested in a trustee, and wound up for the benefit of his creditors.

Typewriting Lesson XIV.—

1231	1231	1233	3231	1222	1223	3223	3223
Team	meat	heal	peat	deem	deep	peep	weep

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XV.

Write the words in shorthand in the positions indicated by the figures Insert all the vowels that are sounded.

1.—Boudoir, becalm, begot, beguile, biology, borrowed, barge, barrier, borrower.—9,

2.—Betake, bottom, bedim, bodily, beau-ideal, abjure, bakehouse, became, beget, bonnet, bayonet, banana, bank, bulb, ability, ballad, belch, bulge, bulk, abolish, belong, oblong, bellowing, barb, bark, barque, birth, birch, buried, barony, bearer, borer.—33

3.—Bigot, bounty, bullock, boorish.—4.

Words with Circle S.—1.—Dazzle, docile, damsels, domicile, dancer, design.—6.

2.—Dismay, disseminate, decimal, dismal, decency, dishonesty, dislike, dislocate, disarray, desirous, dumbness, density, idols, idolize, idealize, idealism, idleness, dullness, dolorous, delirious.—22.

3.—Dizziness, disallow, dimness.—3.

Synonyms.—Learn to discriminate.—We *conceal* facts or crimes; *disguise* appearances; *dissemble* feelings, and *secrete* goods. “Thou art sworn to what we impart.”—SHAKESPEARE. “Bunyan was forced to himself as a wagoner.”—MACAULAY. “Why one set of cells should bile, another urea, and so on, we do not know.”—CARPENTER. I thought the attempt *foolish* at first, now I think it *absurd*, and even *preposterous*. “I am a very old man.”—SHAKESPEARE. “An figure he must make.”—PRIOR. “This proffer is and reasonless.”—SHAKESPEARE. “Though the error be easily fallen into, it is manifestly”—J. TAYLOR. He is *content* who *holds* enough; he is *satisfied* who *gets* enough. “Having food and raiment, let us therewith be”—BIBLE. “The grave question arose as to whether he was with what he got.”—MACAULAY.

Commercial Term.—*Administration Order*—An order made by the court in cases of small bankruptcies, for the summary administration of a debtor's estate when his whole property is not likely to exceed the amount provided by law.

Typewriting Lesson XV.—

1222	1223	1222	1322	3222	1221	2131	1331
Reek	reel	meek	glee	seek	jeer	mean	flag

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XVI.

Write the words in shorthand, in the position indicated by the figures. Insert all the vowels.

Words written with the Consonants given in Shorthand Lesson I.—
1.—Tip-toe, timely, to-night, tonic, tank, torrid, torch. 2.—Topic, totally, tomato, atomic, tamely, oatmeal, tenet, twenty, tonnage, tonic, tunic, utility, italic, twelve, tirade. 3.—Tenuity, tinge, twinge, tillage, outlawry, outlive, outride, outrage, outreach.—31.

*Words written with the Circle S. Shorthand Lesson IX.—*1.—Direness, joys, jaws, joyousness, jostle, joyless, joylessly. 2.—Odorous, dorsal, chess, chose, chasten, chosen, ages, jays, gesture, jealous, jealously. 3.—Choose, chews, cheese, juiciness, genus, genius.—24.

*Words written with up Ish, down l, down r, Shorthand Lessons XII and XIII.—*1.—Apparel, pallor, piler, par, pyre. 2.—Patience, polish, palish, openly, painful, parole, epicure, pioneer, paler, polar, pair, pare, pear, pore, pour, parterre, abolish, befell, befool, barrel, burial, butler, beguiler. 3.—Puerile, pillar, peeler, puller, appealer, peer, pier, appear, poor, power, poorness, poorly.—40.

Homonyms.—Choose the right word.—*Load*, a burden; *lode*, a vein of ore. “Jove lightened of its the enormous mass.”—POPE. A rich of silver. *Retch*, to try to vomit; *wretch*, a miserable person. “Here he grew inarticulate withing.”—BYRON. “Poor was never frightened so.”—DRAYTON. *Soar*, to fly aloft; *sore*, a hurt; tender. “I see where his lies.”—SCOTT. “Valors above what the world calls misfortune.”—ADDISON.

Commercial Terms.—*Ad Referendum*; to be further considered; *ad referendum contracts* are sometimes made by public companies and others. The term, then, means that a contract has been signed for the purchase and supply of certain articles, but that there are some minor points to be settled, which require further consideration. *Ad valorem*, according to the value, and not to the weight or quantity. The customs *ad valorem* duty is, therefore, a charge of so much per cent., made on the *value* of certain articles, irrespective of their weight or quantity.

Typewriting Lesson XVI.—Right hand practice.

1213	3231	1321	2121	1312	1233	3231	3221
Hump	lily	join	inky	monk	mill	lion	loom

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XVII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to XVIII.—1.—Debar, auditory, dietary, decoyed. 2.—Deputy, depth, deter, decade, decayed, defied, edified, dainty, denote. 3.—Dewberry, detour, denude.—16.

Shorthand Lesson IX.—1.—Copse, caucus, cause, ax, ox. 2.—Copious, capacity, coax, case, kiss, expository, expansive, expel, expiry, exit. 3.—Acoustic.—16.

Shorthand Lessons XII and XIII.—1.—Tonsil, taller, tar. 2.—Utensil, tuneful, tunnel, tamer, tenure, teller, tailor, tare, tear, tore. 3.—Tinsel, tuneless, towel, tumor, tiller.—18.

Shorthand Lesson XIV. II written downward.—1.—Hock, haggis, high, hag, hack. 2.—Hoax, huckster, hackney.—8.

Shorthand Lesson XV. St and Str Loops.—1.—Pastor, pilaster, biased, ballast. 2.—Pester, poster, pianist, best, based, abased, baste, boast, bust, boaster, bolster. 3.—Perused, purest, beast.—18.

Homonyms.—Choose the right word.—*Council*, a deliberative body; *counsel*, advice; a legal adviser. “Satan, void of rest, his potentates to called by night.”—MILTON. “The queen is going with a puissant host, and prays your company for speedy”—SHAKESPEARE. *Draught*, a current; that which is drunk; *draft*, a bill of exchange. “In his hands he took a goblet, but a while the forbore.”—TRENCH. “He preferred to go and sit upon the stairs in a strong of air, until he was again sent for.”—DICKENS. “I thought it most prudent to defer thes till advice was received of the progress of the loan.”—HAMILTON.

Commercial Term.—*Advance*—It is usual for merchants, brokers and agents, on receiving an invoice and bill of lading for a consignment sent to them for sale, to pay the consignor a certain portion of the value of the goods, this prepayment being called an *advance*.

Typewriting Lesson XVII.—Left hand practice.

2312	1231	2321	1221	1312	1231	1221	2131
Date	best	dart	beer	gave	fear	deed	crag

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XVIII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Denied, dallying, deride. 2.—Ideality, delayed, deluge, dirty, dirge, adorer, derrick, chimney, charity. 3.—Duality, delude, dealing—15.

Shorthand Lesson IX.—1.—Excite, caustic, costume, cask. 2.—Custody, custom, accustom, customer, customary, costly, extol, exodus, exigency, excuse. 3.—Accede, exceed.—16.

Shorthand Lessons XII and XIII.—1.—Attire, dash, dollar. 2.—Tensely, defiler, deform, despoiler, desire, admire, demur, demure, idler. 3.—Tier, tear, tour, tower, dish, dealer.—18.

Shorthand Lesson XIV. *Tick H.*—1.—Ham, homily, higher, horse, haul, hall. 2.—Hail, hale, her, hare, hair, haze, hem, hymn, hurl, hiss, helm, harvest, hemlock. 3.—Heel, heal, hill, howl.—24.

Shorthand Lesson XV. *St and Str Loops.*—1.—Tossed. 2.—Burst, text, test, attest, taste, toast, tester, attester, taster, toaster, dust, dosed, duster, disgust, disguised, deceased, dishonest, idealist, dullest. 3.—Outcast, outmost, outlast, tourist, doest, adduced.—26.

Homonyms.—Choose the correct word.—*Core*, the center of a fruit; *corps*, a body of men. “Whose stands sound and great within him.”—CHAPMAN. *Climb*, to rise laboriously; *clime*, a climate. “Black vapors aloft and cloud the day.”—DRYDEN. “Thy arms pursue paths of renown, and the ascent of fame.”—PRIOR. “Whatever the sun’s bright circle warms.”—MILTON. *Coarse*, rude; composed of large parts; *course*, direction. “I feel of what metal ye are molded.”—SHAKESPEARE. “Some she arms with sinewy force, and some with swiftness in the”—COWLEY.

Commercial Term.—*Advanced Notes*—These are drafts on the owners of a ship (usually for one month’s wages) issued by the captain to the seamen on their signing the articles of agreement. They are generally made payable three days after sailing, and are granted as a means to enable the sailor to make some provision for those he leaves behind.

Typewriting Lesson XVIII.—Right hand practice.

1213	2133	1212	3231	1213	3211	3321	3221
Gimp	mull	junk	oily	jump	limn	loin	loon

SPELLING EXERCISES AND SHORTHAND PRACTICE. LESSON XIX.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Agility, chaotic, actuary, cavity. 2.—Agency, jealousy, cubic, coterie, cookery, comely, camera, county, colic, calico. 3.—Jewelry, juror.—16.

Shorthand Lessons IX to XI.—1.—Access, chasm, axiom, oxen, axle, castle, casual. 2.—Excess, excise, exhume, cousin, exile, excel, causality. 3.—Coolness, curious.—16.

Shorthand Lessons XII and XIII.—Dire, dyer, char, car, fall, file, follow 2.—Dare, door, jailer, occupier, canal, core, corps, felloe, fellow, folio, fair, fare, affair. 3.—Deer, cure, fully.—23.

Shorthand Lesson XIV. Upward II.—1.—Hide, hied, hatch, hammock, hawker, hearth, harrow. 2.—Hung, hush, heavy, hunger, hurry, horizon. 3.—Heed, hoop.—15.

Shorthand Lesson XV. St and Str Loops.—1.—Joist, copyist, cast, caste, cost, accost, caused, caster, coster, oculist, chorister, aghast, August. 3.—Chest, chased, jest, just, jester, juster, coaxed, coast, kissed, accused, coaster, coalesced, guest, guessed, gust, ghost, august. 3.—Gist.—31.

Synonyms.—Choose the right word.—*Largely*. A person deals largely in things, or drinks large draughts. *Copiously*. Rivers are copiously supplied in rainy seasons. *Fully*. A person is fully satisfied or fully prepared. “There is one very faulty method of drawing up the laws, that is, when the case is set forth in the preamble.”—BACON. “Every word ought to be carefully considered by all who desire to understand the sense.”—BEVERIDGE.

Commercial Term.—*Adventure*—A shipment of goods sent to an agent in some foreign country, to be sold at the best prices obtainable. Merchants and manufacturers wishing to introduce their goods into a fresh market usually send out a few consignments in this way.

Typewriting Lesson XIX.—Left hand practice.

3231	2312	3231	1231	1312	1231	1321	1221
Zest	wage	seat	bead	gate	rest	cart	deer

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XX.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Calmly, conic, collide, carrier. 2.—Colleague, curb, carried, corrode, curried, carriage, accuracy, curacy, career, queer. 3.—Kicked, cooked, cooling.—17.

Shorthand Lessons IX to XI.—1.—Casual, callous, carrier, gaudiness, gas, gauze, goes, guise. 2.—Auxiliary, accuser, exorcise, calamities, corpse, caressing, coercing. 3.—Carousal, giddiness.—17.

Shorthand Lessons XII and XIII.—1.—Far, afar, fire, afire, vile, vial. 2.—Fur, four, fore, afore, fork, vail, vale, veil, avail, oval, valor, valuer, aver. 3.—Fear, fewer, veer.—22.

Shorthand Lesson XIV. Dot H.—1.—Happily, happiness, handy. 2.—Perhaps, uphill, apprehend.—6.

Shorthand Lesson XV. St and Str Loops.—1.—Fast, faster, foster, frost, forest, vast, authorized. 2.—Fixed, affixed, fester, first, fairest, forced, foremost, vest, vestry, thickest. 3.—Fist, feast, feaster.—20.

Synonyms.—*Check*, to throw an obstacle in the way; to impede the course; *curb*, to bear down by the direct exercise of force; *control*, to direct and turn the course. “Devotion when it does not lie under the of reason is apt to degenerate into enthusiasm.”—ADDISON. “The point of honor has been deemed of use too deep to teach good manners and to abuse.”—COWPER. “These, when the angry tempest clouds the soul may darken reason and her course”—THOMSON.

Commercial Terms.—*Advice*—Commercial or other information and intelligence conveyed by letter, wherein one party advises another of something having been done, or of something about to be done, on his account. *Affidavit*—A declaration made in writing, upon oath, before a person empowered to administer an oath.

Typewriting Lesson XX.—Right hand practice.

1232	3233	1331	3131	1233	3213	2123	1231
Yolk	pill	moon	only	jill	pomp	knop	holy

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXI.

Write the words in shorthand in the position indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons XII and XIII.—1.—Shawl, shallow, mar, mire. 2.—Shell, shale, share, shore, molar, miller, mare, mayor, indoor, unfair. 3.—Sheer, shear, assure, newer, inure.—20.

Shorthand Lesson XIV. Medial H.—2.—Behead, adhesive, cohere, outhouse, warehouse.—5.

Shorthand Lesson XVII.—1.—Brag, bravo, broth, brass, brawny, briny, barley, brawl, broil, brawler, briar, blast, blaster, bridle. 2.—Brake, break, broke, breaker, broker, bakery, burglar, braver, breath, brace, breezy, breast, brandy, brush, branch, brink, brayer, tapestry, taper, table, blest, bluster, blossom, blush, abler, blur, blank, bray, blame, blown, bribe, barber, brought, bright, brittle, brutal, brightly, broach, bridge, abridge. 3.—Blister, blear, bluer, bloom, blink, brute, breach, brick, brook, brig, breeze, bruise, brisk, bruiser, brim, broom, brewer, brewery, eatable, tipple, tuber.—75.

Anonymous.—Choose the right word.—*Alone*, marks the state of a person; *solitary*, denotes the quality of a person or thing; *lonely*, marks quality of a thing only. “Here we stand as in our form distinct, permanent.”—YOUNG. “I would wish no man to deceive himself with opinions which he has not thoroughly reflected upon in his hours.”—CUMBERLAND. “There stands a but a healthful dwelling, built for convenience and the use of life.”—ROWE. A person walks *alone* or takes a *solitary* walk in a *lonely* place. Whoever likes to be much *alone* is of a *solitary* turn.

Commercial Terms.—*After Date*—A term used in drawing bills of exchange; it means after the date of the bill. *After Sight*—After having been presented to the drawee for acceptance. When bills are drawn after sight, it is necessary for the acceptor to insert the date of his acceptance, so that holders may know when the bills will become payable.

Typewriting Lesson XXI.—Left hand practice.

1312	1231	1221	2131	1231	1312	1231	1321
Rave	tear	feed	drag	vest	rage	beat	fact

SPELLING EXERCISES AND SHORTHAND PRACTICE. LESSON XXII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Followed, following, forehead, valid, variety. 2.—Foliage, filthy, fallacy, felony, filial, furrowed, forage, forge, forth, foresee, forum, vapory, vitally, votary, evacuate, evict, vacuity, vagary, vanity, valve, evolve, villany, verity, verge. 3.—Valued.—30.

Shorthand Lessons IX to XI.—1.—Passes, pauses, axis, causes, swap, mocks, moistness, mask, massive, moisten, malice, handiness, annex, honesty, nicety. 2.—Paces, poses, opposes, basis, accessible, exercise, faces, phases, sweat, muddiness, musty, message, miscall, musical, mix, makes, mustiness, musk, musky, music, miscarry, Mrs., museum, mason, amazing, amusing, missing, muscle, muzzle, mislaid, mislead, misled. misery, miserly, immensely, among, aiming, minx, monks, mails, aimless, mellowness, merriness, entice, notice, naughtiness, ingenious, encase, noxious, incautious, enforce, inset.—66.

Shorthand Lessons XII and XIII.—1.—Lawyer, lyre, liar, arrow. 2.—Level, lore, lower, lair, layer, lurk, alarm, air, ere, heir, oar, ore, airy, area, array. 3.—Alluvial, lure, allure, era.—23.

Shorthand Lessons XVII to XX. Initial Hooks.—1.—Pauper, piper, patter, potter, paddle, paddler, patcher, packer, passable, possible, 2.—Pebble, payable, pitiable, petal, poetry, putrefy, patronize, pedal, puddle, poacher, poker, puffer. 3.—Pewter, poodle, powder, pitcher, picker, peaceable.—28.

Synonyms.—Choose the right word.—*Abandon*, to give up willingly; *relinquish*, to give up what we prize. “Verus d the cares of empire to his wiser colleague.”—GIBBON. “To the rites of the church.”—HOOKER.

Commercial Term.—*Agenda*—A list of business to be done. This is a heading generally used by public companies when calling a board meeting or a meeting of their shareholders.

Typewriting Lesson XXII.—Right hand practice.

3213	3213	3233	3212	3233	1233	1211	3133
Lump	limp	loll	puny	poll	nill	mum	lull

SPELLING EXERCISES AND SHORTHAND PRACTICE. LESSON XXIII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—Authority, thorny, thoroughly, aspire, sciatica, acidity, escape, asylum, sewerage.—10.

Shorthand Lessons IX to XI.—1.—Swam, swan, swallow, masses, mosses. 2.—Swayed, swig, swath, swathe, swing, swung, swear, sware, swore, emphasis, emphasize, Misses, messes, necessity, necessary. 3.—Sweetness, switch,—22.

Shorthand Lessons XII and XIII.—1.—Arc, ark, raffle, rifle, rival, revile, arm, army. 2.—Repair, work, argosy, ruffle, arrive, revel, aroma, worm, earlier 3.—Re-appear, reveal, arrear.—20.

Shorthand Lessons XV and XVI. St and Str Loops.—1.—Stop, stab, statue. 2.—Step, stupid, stub, state, statute, states, status, state-ly, statue, stature, statuary, stead, staid, stud. 3.—Steep, stoop, stout, stoutly, steed, stood.—23.

Shorthand Lessons XVII to XX. Initial Hooks.—1.—Panel, ap-
ply, ply, apple, pliable 2.—Pastry, pineapple, play, platina. 3.—Pe-
nal, opener, plea, plough.—14.

Homonyms.—Choose the right words.—*Sole*, only; the bottom of the foot; *soul*, spirit. “If they transgress and neglect that command.”—MILTON. “But the dove found no rest for the of her foot.”—BIBLE. *Steal*, to take without right; *steel*, hardened iron. “Oh! that men should put an enemy into their mouths to away their brains.”—SHAKESPEARE. “My heart is as true as”—SHAKESPEARE.

Commercial Term.—*Agent*—An agent is one who is authorized to represent a principal, or one who buys or sells for another. Contracts and arrangements made by an agent are binding upon his employer or principal, provided they are made in the ordinary course of business, and are understood to be upon his principal's account.

Typewriting Lesson XXIII.—Left hand practice.

1312	1231	1321	3121	2312	3231	1211	1122
Fate	test	tart	seer	wave	wear	reed	tree

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXIV.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—2.—Shabbily. showbill, charade, sharer, maypole, imagery, meekly, maggot, mashed, mammalia, memory, emanate, amenity. 3.—Shearer, mutiny, minute, immunity.—17.

Shorthand Lessons IX to XI.—1.—Offset, faucet, officer, offence, affiance, farce, vase, vice, voice. 2.—Factious, efficacious, physic, physique, fence, falsity, felicity, falsify, fallacious, vaccine. 3.—Fierce, furiousness.—21.

Shorthand Lessons XV and XVI.—1.—Stack, stock, stalk, stocky, staff. 2.—Staidness, stage, stake, steak, stick, stucco, stuff, stave, stem, steam, stumble, stumbler, stamen, stamina, stimulus. 3.—Stickle, stiff.—22.

Shorthand Lessons XVII to XX.—1.—Plotter, paltry, plaid, plod, applaud, plied, plodder, applauder, applause. 2.—Plater, plaiter, poultry, played, pledge, pledger, pluck, plague, plug, plover, plays, place, plus, placid. 3.—Plead, ploughed, pleader, please.—27.

Synonyms.—Choose the right words.—*Low*, not high; in a mean condition; *mean*, low-minded; base. “Had I been born a servant, my life had steady stood from all these miseries.”—RANDOLPH. “Yet sometimes nations will decline so from virtue.”—MILTON. “We fast not to please nor to promote any worldly interest.”—SMALRIDGE.

Commercial Terms.—*Attachment*—Laying an embargo upon, and prohibiting the sale or disposal of the money or goods of a debtor, in the hands of third parties, pending the settlement of some claim against the owner. *Audit*—A searching examination of all books, accounts, vouchers, etc., by a person called an auditor, to see that they are kept correctly, and that no fraud has been committed by the party keeping them.

Typewriting Lesson XXIV.—Right hand practice.

1231	3213	1232	3212	3213	3211	3221	1232
Kiln	pony	hulk	plum	pump	limy	look	milk

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXV.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Month, malady, married, mark, marque, morocco. 2.—Manage, mangy, maniac, Monday, mulatto, mellowed, mouldy, melody, milk, milky, mercy, marsh, marshy, merino, merrily. 3.—Minutia, mildew, myriad.—24.

Shorthand Lessons IX to XI.—1.—Avarice, virus, veracious, voracious, sap, sop, spy, sappy. 2.—Visit, vista, vastly, vesture, visitor, evasive, vessel, evince, various, veracity, voracity, sup, soap. 3.—Avaricious, sip, soup.—24.

Shorthand Lessons XV and XVI.—1.—Stammer, staunch, stall, style, styled, stolid. 2.—Stain, stun, stone, stains, stench, stung, sting, stale, stole, stiletto, stealth. 3.—Steamer, still, steal, steel, steeled.—22.

Shorthand Lessons XVII to XX. Initial Hooks.—1.—Plash, planet, planner, plyers. 2.—Placer, plush, plum, plumb, plainer, planer, player. 3.—Plume, pleurisy.—13.

Homonyms.—Choose the right words.—*Main*, chief; *mane*, long hair on an animal's neck. “All creatures look to the chance.”—L'ESTRANGE. “Like a dewdrop from the lion's”—SHAKESPEARE. *Tare*, a weed; weight allowed; *tear*, to pull apart. “The parable of thes of the field.”—BIBLE. “Do not thyself away from me.”—SHAKESPEARE. *Pail*, a vessel for water; *pale*, white. “The high foaming with a milky flood.”—POPE. “Letfaced fear keep with the mean-born man.”—SHAKESPEARE.

Commercial Terms.—*Allotment*—A share, or number of shares, in a public company, granted to persons who have formally applied for them by signing an application form, and paying the company's banker a proportion of each share they desire to hold. *Allotment Note*.—A note drawn by seamen on the owners of a ship for a monthly payment of a portion of their wages during the time they are away on avoyage.

Typewriting Lesson XXV.—Left hand practice.

1231	2312	1231	1321	1312	3231	1312	3212
Bear	sage	feat	tact	rate	west	card	were

SPELLING EXERCISES AND SHORTHAND PRACTICE

LESSON XXVI.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Anybody, noisily, nominee, unalloyed. 3.—Nebula, untidy, anatomy, nobody, natal, entail, unduly, invite, innovate, anthem, ensuing, animate, enmity, inmate, unmade, pneumonia, anomaly, animal, namely, ninety, noonday, unallayed, inlaid, unload. 3.—Uneasily, unallowed.—30.

Shorthand Lessons IX to XI.—1.—Spike, spice. 2.—Spotty, sped, spade, speck, spoke, space, suppose, espousal, spacious, auspicious, sponge. 3.—Speed, spouse, espouse, specious, species, spoony, spinage.—20.

Shorthand Lessons XV and XVI.—1.—Stylus, star, starry, stark, stork. 2.—Staleness, sightlessness, stellar, stir, stair, stare, store, story, stirrup, storied, storage, steerage, storehouse, storm, songsters. 3.—Stillness, steer.—22.

Shorthand Lessons XVII to XX.—Pry, prop, pride, pried, prod. 2.—Pray, prey, upper, propped, perhaps, propose, prepays, proposal, prettiness, prettily, portray, prayed, preyed, prodigies, prodigious, produce, proudly. 3.—Prow, prepay, proud.—25.

Homonyms.—Choose the right word.—*Hail*, frozen rain; to salute; *hale*, sound; healthy. “....! holy light.”—MILTON. “We thought him strong and”—SWIFT. *Hair*, of the head; *hare*, an animal. “The verys of your head are all numbered.”—BIBLE. “They have the voice of lions and the act ofs.”—SHAKESPEARE. *Wait*, to stay; *weight*, heaviness. “Learn to labor and to”—LONGFELLOW. “Bend under any”—SHAKESPEARE.

Commercial Term.—*All Rights Reserved*—A term which an author puts upon his books to warn the public that he reserves to himself the whole of the rights which copyright gives him.

Typewriting Lesson XXVI.—Right hand practice.

3133	1212	1331	3123	1212	2131	2121	1212
Pull	hunk	noon	pulp	kink	July	hymn	mink

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXVII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Locked, locket. 2.—Unhealthy, unripe, enrobe, unrobe, inwrought, narrowed, unread, unready, inroad, enrage, narrowly, unruly, narrower, labial, logic, locate. 3.—Loudly, leaked, looked, look-out.—2.

Shorthand Lesson IX to XI.—1.—Spoil, spoiler, subside, sights. 2.—Spell, speller, spare, sparrow, superior, subdue, steadily, stays. 3.—Spill, spool, spear, cities, sits, seats, suits.—19.

Shorthand Lessons XV and XVI.—1.—Most, mast, amassed, moist, master, monster, annexed. 2.—Solaced, ship-master, modest, must, missed, mist, amazed, amused, muster, minced, menaced, meanest, minister, immersed, enticed, noticed, encased.—24.

Shorthand Lessons XVII to XX.—1.—Paraphrase. 2.—Approach, perjure, purger, perjury, proxy, procure, preface, profess, profile, powerful, proffer. 3.—Preach, prick, profuse.—15.

Homonyms.—Choose the right word.—*Air*, what we breathe; *e'er*, ever; *ere*, before; *heir*, one who inherits. “A dewy freshness fills the silent”—SOUTHEY. “Make uss of all eternity.”—SHAKESPEARE. “Come down my child die.”—BIBLE. “The question, wrangle so long, is only this.”—POPE. *Plait*, to fold; a fold; *plate*, a dish. “Thes on which we fed.”—DRYDEN. “The soldiersed a crown of thorns.”—BIBLE. *Gait*, manner of walking; *gate*, a kind of door. “Hark! the lark at Heaven's sings.”—SHAKESPEARE. “Does he not strut in his ?”—SHAKESPEARE.

Commercial Terms.—*Balance (bal.)*—Difference between the sides of an account; ledger account showing resources and liabilities. *Bill of Lading*—A bill of goods shipped, duly certified to by the officer of the transportation company.

Typewriting Lesson XXVII.—

1312	1321	3221	3212	1231	1321	1312	1312
Cave	base	seed	sere	dear	case	face	fade

SPELLING EXERCISES AND SHORTHAND PRACTICE

LESSON XXVIII

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Likely, lively, launch. 2.—Lofty, luckily, levity, elevate, lazily, lovely, lunch, link, length, lurch, lyric, larva. 3.—Leakage, alleviate, lounge, lunacy, lurid—20.

Shorthand Lessons IX to XI.—1.—Sad, sod, side, sighed, sadly, sack, sky, sacks. 2.—Satire, said, sowed, soda, sage, sake, soak, sick, sketch, sex, skim, scheme, scanty, scale, scaly, sickly, scalp, sickliness. 3.—Seed, seedy, siege, skill, scowl.—31.

Shorthand Lessons XV and XVI.—1.—Honest, inmost, last, lost. 2.—Nest, insist, ancestor, announced, lest, laced, lowest, repast, reposed, raised, razed, rest, wrest, raced, rust, roast, arrest, erased, roaster, earliest, west, waist, waste. 3.—Least, leased, list, loosed, wrist, roost, aroused, rooster, released, realized.—37.

Shorthand Lesson XXI.—1.—Pomp, champ, damp, quiet, quack. 2.—Pump, chump, counselor, councilor, equip, quake, quick, quire, impetus.—14.

Synonyms.—Choose the right word.—*Doubt*, to be in uncertainty respecting the truth or fact; *suspense*, indetermination; indecision. We have our doubts about things that have no regard to time. “Gold is a wonderful clearer of the understanding; it dissipates every in an instant.”—ADDISON. We are in *suspense* about things that are to happen in the future, or that are about to be done. “Ten days the prospect in remained.”—DENHAM. We are in *doubt* for want of evidence; we are in *suspense* for the want of certainty.

Commercial Term.—*Anchorage*—Dues paid by a ship for anchoring in certain ports and harbors, and using the quays, landing stages, etc., belonging thereto. They are charged at so much per vessel on their arrival at port, whether coastwise or from parts beyond the sea.

Typewriting Lesson XXVIII.—Right hand practice.

1233	3212	3223	3212	1233	3212	1233	1212
Kill	link	loop	pink	hull	punk	null	mink

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXIX.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Rightly, radish. 2.—Rebel, robbery, retake, retina, retinue, rotary, radiate, irradiate, erudite, reddish. 3.—Retook, retail, ritual, redeem, rudely.—17.

Shorthand Lessons IX to XI.—1.—Severity, assassin, sighs, size, psalm. 2.—Scarce, score, security, safe, sofa, society, some, same, seem, semi. 3.—Secure, scour, sphere, season, seas, seize, seizure.—22.

Shorthand Lessons XVII to XX.—1.—Prime, promise, premise. 2.—Promissory, primer, primary, apprehensive, princess, pronounce, pearl, prelude. 3.—Prim, premier, prow.—14.

Shorthand Lesson XXI.—1.—Lamp, while. 2.—Empire, empower, impair, impure, embody, leveler, whale, whisk, whiskey, awhile, where, lump. 3.—Limp, whip, wheel.—17.

Shorthand Lesson XXII.—1.—Bans, benign, brighten, broaden, barn, born, barren, baron, bran, brawn, brine, bronze, barons, ottoman, tan, twine. 2.—Bones, blown, balance, baritone, burden, burn, borne, brain, brains, burns, brilliance, taken, token, ten, eighteen, attain, tone, atone, ton, oaten, tense, attenuation, turban. 3.—Bounce, balloon, brown, tuition, tunes, towns, outline.—47.

Homonyms.—Choose the right word.—*Broach*, to make public; *brooch*, a bosom pin. “Those very opinions haded.”—SWIFT. “Honor’s a good to wear.”—BEN JONSON. *Dun*, a color; to ask for a debt; *done*, performed. “If ’twere when ’tis, then ’twere well it were quickly.”—SHAKESPEARE. Having sold you my horse, I am obliged to you for the money.

Commercial Terms.—*Annuity*—A sum of money paid or received annually, for so many years, or for life. *Ante-date*—To date any letter or document before the true time. *Appraiser*—A person whc is licensed to set a price upon, or estimate the value of, anything to be sold.

Typewriting Lesson XXIX.—Left hand practice.

1312	1221	2312	1321	2312	1122	3221	1221
Cage	beet	ard	gaze	save	free	weed	beef

SPELLING EXERCISES AND SHORTHAND PRACTICE. LESSON XXX.

Write the words in shorthand in the position indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—Re-echoed, recoil, regatta, regale, regalia, refuge, roughly, revere, reviewer, reassume, remedy, remake, range.—13.

Shorthand Lessons IX to XI.—1.—Smack, smock, psalms, sine, sign, sanity, snag, signs. 2.—Smith, smithy, smoke, smoky, seams, seems, sameness, seeming, sane, son, sun, sin, seen, scene, soon, snow, sinew, sanitary, century, Sunday, snake, sneak, snug, snuff, sense, since, scenes, sneeze. 3.—Smooth, sniff.—38.

Shorthand Lessons XVII to XX.—1.—Price, prize, apprise, parcel, priceless, parcels. 2.—Previous, approval, prevail, prover approver, purveyor, press, oppress, praise, prays, prose, prosy, prowess, precipice, presuppose, prospects, perspire, prosperous, pressed, preside, praised, precede, proceed, presidency, oppressive, perceive, precise, process, person, personage, oppressor, appraiser, purser, presence. 3.—Priest, priests, presume, prison.—44.

Shorthand Lesson XXI.—2.—Context, continuance, continual, continually, commodiously, condemn, condenser condoler. 3.—Continues, conducive.—10.

Synonyms.—*Question, query.*—The *question* is the thing called in *question* or that which is sought for by a *question*. *Query* denotes to seek or inquire, signifying simply the thing sought for. *Questions* and *queries* are both put for the sake of obtaining all necessary information; but the former may be for a reasonable or unreasonable cause. A *query* is mostly a rational *question*. Idlers may put *questions* from mere curiosity; learned men put *queries* for the sake of information.

Commercial Term.—*Arbitrage*—Buying securities in one market and selling them in another. For example: buying American railway shares in London and simultaneously selling them in New York.

Typewriting Lesson XXX.—Practice for both hands.

11122	11221	11222	11212	11232	11211	11212	11221
Three	those	thick	think	these	thing	there	their

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXI.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Royalty, rallied, relied, had-dock, high road. 2.—Relic, relieve, raillery, rewrite, rarity, rarely, wittily, woefully, windy, window, waylaid, hotel, headache, hardy, horrid, hurried, heroic, heresy, heroine. 3.—Reality.—25.

Shorthand Lessons XVII to XX.—1.—Prior, priority, babble, bau-ble, batter, biter. 2.—Prelacy, prayer, preyer, bubble, battle, bottle, better, butter, betrayal, betrayer. 3.—Beetle, bitter, beater, bitterly,—20.

Shorthand Lesson XXI.—2.—Confessedly, confusedly, conveyance, convince, conveyancer, confirm, convulse, conspiracy, constancy, consoled, consoler, commence, commons, common-sense, commencing. 3.—Conjure, concealed.—17.

Shorthand Lessons XXVIII.—1.—Pamper, panter, pointer, pan-der, ponder, prompter, barrier. 2.—Pumper, painter, pounder, com-pounder, pelter, upholder, porter, operator, Presbyter, prosecutor, per-secuter, promoter, bolder, boulder, bolter, barter, border, boarder, bearer, borer. 3.—Builder.—29.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Advice*, counsel; *advise*, to give counsel. “We can give but we cannot give conduct.”—FRANKLIN. “I wish no more to thee.”—MILTON. *Accede*, to agree to; *exceed*, to go beyond. “His deeds all speech.”—SHAKESPEARE. “To to a request.”—WORCESTER.

Commercial Term.—*Arbitration of Exchange*—This term means calculating the proportional rates between two countries, through intermediate places. For instance: A merchant here having to remit money to Paris at a time when the exchange is unfavorable may find, on calculation, that it will be more advantageous to make the payment through London to Paris than to send it there direct.

Typewriting Lesson XXXI.—Practice for both hands.

11312	11122	11122	11212	11123	11213	11212	11211
Thank	throw	thyme	thine	threw	thump	third	thumb

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXII.

Write the words in shorthand, in the position indicated by the figures. Insert all the vowels.

Shorthand Lessons IX to XI.—1.—Slap, slop, slab, solitary, slide, soiled, salad, solid, slack, slacked, solve, saliva, salvage, slice, solace, slash, slam, slime, solemn, slyness, slang. 2.—Slope, sailed, sold, soled, sulk, sulkily, select, salve, slush, slushy, solemnness, slowness. 3.—Slip, sleep, sloop, sleepy. sealed, ceiled, slid, silk, sleeve. slim, silliness, sling.—45.

Shorthand Lessons XVII to XX.—1.—Balker. 2.—Baker, bakery, baffle, before, buffer. 3.—Butcher, bicker, bugle, bugler.—10.

Shorthand Lesson XXII.—1.—Appetence, competence, pan, pawn, pine, companion, platten. 2.—Competency, potency, upturn, open, pen, pain, pane, pun, pence, pens, pains, openness, penance, palatine.—21.

Shorthand Lesson XXIII.—1.—Approve, dive, calf, cough. 2.—Brave, deaf, cave, cuff. 3.—Proof, prove, beef, brief.—12.

Shorthand Lesson XXIV.—1.—Passion, option, desolation, caution, auction, action. 2.—Putrefaction, application, compulsion.—9.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Allusion*, indirect reference; *illusion*, an unreal image. “Fame, glory, wealth, honor, have in the prospect pleasing”—STEELE. “A base to a long forgotten past.”—HALLAM. *Ordinance*, a law; *ordnance*, great guns. “Thou’lt die by God’s”—SHAKESPEARE. “Then you may hear afar off the awful roar of his rifled”—E. EVERETT.

Commercial Terms.—*Articles of Association*—In a joint stock company, a contract containing the terms of agreement upon which the concern has been transferred, and specifying the rules and conditions upon which the company’s business is to be managed and carried on. *As per Advice*—A phrase often seen on bills of exchange. It means that notice has been given to the drawee that the bill has been drawn upon him.

Typewriting Lesson XXXII.—Practice for both hands.

13212	13212	13212	13212	33212	13212	33212	33212
Found	bound	hound	mound	pound	round	sound	wound

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXIII.

Write the words in shorthand, in the positions indicated by the figures. Insert all vowels that are sounded.

Shorthand Lessons IX to XI.—1.—Slyly, salary, sorry, sorrow. 2.—Slowly, solely, cellar, seller, sailor, solar, slower, celery, sir, soar, sore, search, survey, service, surveyor, source. 3.—Sear, seer, sere, sour.—24.

Shorthand Lesson XXII.—1.—Batten, began, begone, ban. 2.—Button, obtain, beckon, bacon, begun, bowman, bemoan, bane, bone, abandon. 3.—Bitten, beaten, beacon, begin, bin, bean.—20.

Shorthand Lesson XXIII.—1.—Inactive. 2.—Grief, grave, grove, grieve, sportive, serve, mastiff, reprieve, reproof, prophecy, prophesy, prefers, bluff, bravery.—15.

Shorthand Lesson XXIV.—2.—Preparation, production, prediction, perfection, profession, prevention, provision, perception, prescription, promotion, permission, abolition, education.—13.

Shorthand Lesson XXVIII.—1.—Finder, flatter, falter, flatterer. 2.—Fretter, fritter, comforter, for there, for their, voter, voters, vaunter, vindicator, fender, offender, founder, confounder, flutter, floater, fleeter, flutterer. 3.—Filter.—22.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Precedent*, going before; *precedent*, what has gone before as an authoritative example. “The world or any part thereof, could not be to the creation of man.”—HALE. “Examples for cases can but direct as only.”—HOOKER.

Commercial Term.—*Assay*—Chemically testing and analyzing pieces of metal, minerals, etc., to determine their purity and ascertain the percentage of foreign matter. Assaying forms a very essential part of commerce, as two pieces of mineral may appear to be of the same composition, but when analyzed may each be found to be composed of totally different matter.

Typewriting Lesson XXXIII.—Practice for both hands.

23211	13211	13211	12111	22111	32111	12111	12111
Daunt	gaunt	haunt	bight	fight	light	might	night

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXIV.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

*Shorthand Lessons XVII to XXV.—*1.—Blotch, black, block. 2.—Bloody, oblige, blockhead, bless, blaze. 3.—Blue-eyed, bleach, bleak, oblique, blouse.—13.

*Shorthand Lesson XXIV.—*1.—Violation. 2.—Coercion, carnation, fraction, vacation, vocation, evasion, convulsion, section, seclusion, suffocation.—11.

*Shorthand Lessons XXV to XXVII.—*1.—Compatible, patent, competent, pattern, packed, compact, packet, pocket, point, pond, pint, appoint. 2.—Petrify, petrifaction, pasted, posted, opened, pound, pained, paint. 3.—Picked.—21.

*Shorthand Lesson XXVIII.—*1.—Tamper, chanter, charter, canter, candor, kinder, granter. 2.—Temper, tender, contender, contributor, adapter, janitor, gender, captor, acceptor, cumber, counter, collator, grunter. 3.—Timber, tinder.—22.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Lineament*, outline, feature; *liniment*, liquid ointment. “Man he seems in all hiss.”—MILTON. “..... is a species of soft ointment, somewhat thinner than an unguent but thicker than oil.”—WEBSTER. *Plaintiff*, the complainant; *plaintive*, mournful. “The person who commences a personal action or suit to obtain a remedy for an injury to his rights is called a”—WEBSTER. “Yet the most ditty has imparted a fuller joy to its composer.”—LANDOR.

Commercial Terms.—*Assets*—A general term for the whole of the funds, money, debts, dependencies and other property belonging to any private individual, trader or company. *Assign*—To make over property, as by deed of assignment; or transfer to another, by indorsement, those documents which convey a right to the money, property or goods they represent.

Typewriting Lesson XXXIV.—Practice for both hands.

22111	22111	12111	32111	13211	23211	23211	23211
Right	sight	tight	wight	bough	cough	dough	rough

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXV.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—2.—Asperity, monotony, mental, mentally, monetary, antimony, notoriety, anterior, interior, ingenuous, reticule, rotunda, ridicule, ruminate, heretic, horridly, hurriedly. 3.—Minutely, minatory.—19.

Shorthand Lessons IX to XI.—1.—In his own, ensign, lawsuit, last day, license, lastly, alliance, rejoice, rice, rise, recite. 2.—Noisiness, uneasiness, unsoled, unsolve, enslave, nameless, lesson, lessen, lesser, aliens, robes, radius, redness, readiness, reckless, rays, insane, unseen, innocence, nuisance, unsold, announce, newness, lakes, less, lace, else, rose, race, raise, rusty, russet, rosette. 3.—Unsealed, loudness, leaks, licks, looks, allows, lease, loose, lose, illness, allowance, ellipse, leafless, listen, loosen, looseness, loosely, loser, looser, ribs, reduce, rudeness, ours, hours.—68.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Populace*, the people. (SYNONYMS: Mob, people, commonalty.) *Populous*, full of people. “Now swarms the , a countless throng.”—POPE. “Heaven, yet , retains numbers sufficient to possess her realms.”—MILTON. *Lean*, thin; to incline. (SYNONYMS: Slender, spare, meager, lank, gaunt.) *Lien*, a legal claim. “They delight rather to to their customs.”—SPENSER. “A discourse maketh a soul.”—DRYDEN. “A is a legal charge upon real or personal property for the satisfaction of some debt or duty.”—WEBSTER. *Incite*, to stir up; *insight*, deep view. “Pontiac d the Indians to revolt.”—SMITH. “Burke’s to great questions won the admiration of Parliament.”—JOHNSON.

Commercial Terms.—*Assignee*, any person to whom an assignment is made. *Assignment*—an absolute transfer of property or goods to another, either by deed or by endorsement. *Assigns*—Any person or persons to whom an assignment is made.

Typewriting Lesson XXXV.—Practice for both hands.

13211	13211	23211	13211	33211	32211	12211	11211
Tough	young	forth	north	worth	weigh	neigh	thigh

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXVI.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons XVII to XX.—1.—Title, tighter, trotter, triennial, daughter, auditor, drag, drama, dryness, drank, clap, clock, clam, climb, corner. 2.—Telegraphy, treble, trouble, day-break, closely, globe, gleam, gloom, gloomy, traitor, eternal, debtor, drug, drum, dearness, drunk, click, cloak, claim. 3.—Tutors, treater, doubter, dream, drink, clip, greedy.—41.

Shorthand Lesson XXVI.—1.—Prompt, bad, backed, bond, bind, combined, bland, blind, blond, brand, taught, tight, talked, tried, tired, defined, divined. 2.—Promote, permit, print, parent, apparent, about, beautify, bed, abode, obeyed, bid, object, baked, befriend, absurd, bend, bent, bound, abound, belt, blend, bird, board, bared, bare-foot, tempt, tent, attend, attained, toward, treat, department, deportment, doubt, defend, deafened, disappoint, dismount, desert, desired. 3.—Pyramid, bullet, beard, ticket, timid.—63.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Eruption*, a breaking out; *irruption*, a breaking into. (SYNONYMS: Invasion, incursion, inroad.) “All Paris was quiet to gather fresh strength for the insidious”—WASHINGTON IRVING. “Lest evil tidings, with too rude hitting thy aged ear, should pierce too deep.—MILTON. *Fisher*, one who fishes; *fissure*, a cleft or crack. “Threes went sailing out into the West.”—KINGSLEY. “These perpendiculars in the earth are among the wonders of creation.”—GOLDSMITH. *Gallant*, brave, noble; *gallant*, polite to ladies. “A officer.”—WEBSTER. “He was brave in war and in peace.”—EMERSON.

Commercial Term.—*Assurance*—*Vide “Insurance,”* which has the same meaning, though many life insurance companies prefer to use the former term.

Typewriting Lesson XXXVI.—Practice for both hands.

13312	13212	12212	23312	23212	12312	21312	21212
Blank	blink	brink	clank	clink	crank	drank	drink

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXVII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons XVII to XX.—1.—Flock, oversee, lodger, replies, wrapper, robber, rider, hatter. 2.—Vigor, thirty, umbrella, untruly, knuckle, nickle, enclose, increase, honorable, honorably, energy, labor, liberal, liberally, flake, ledger, lecture, loafer, lovable, lover, repress, replace, reproof, reprove, rubber. 3.—Throughout, neutral, liver, livery, reaper, reader, ruder.—40.

Shorthand Lesson XXII.—1.—Combine, brighten, broaden, burden, barn, born, barren, baron, join, cotton, carbon, guardian, finery, overgrown, than, thine, satin. 2.—Button, obtain, beckon, bacon, bun, bone, burn, borne, turban, destine, domain, cabin, clean, colon, curtain, crown, currency, grain, groan, grown, grin, green, festoon, flown, violin, villain, evergreen, threaten, thirteen, thrown, then, superhuman, Satan, stolen, strain. 3.—Bitten, beaten, beacon, bin, boon, bean, Britain, Briton, kitten, cartoon.—62.

Shorthand Lesson XXIII.—1.—Dive, divide, define, divine, advance, drive, calf, cough, raff, rife, active, scarf. 2.—Telegraph, deprive, deaf, dove, devote, deafen, defence, drove, cave, cuff, clove, cliff, starve, reprieve, reproof, reprove, wave, wove, huff, refer, referee, rough, mastiff, toughen, travel, connective, sportive, motive, serf, serve, surf. 3.—Defeat, weave, hoof, heave, reef, roof.—49.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Precede*, to go before, in place, or order of time; *proceed*, to go forward. “From my loins thou shalt”—MILTON. “He whos on any other principles in his inquiry into any science posts himself in a party.”—LOCKE. “It is usual to hostilities by a public declaration.”—KENT.

Commercial Term.—*At Sight*—A term used upon bills of exchange when they are payable on demand. Such bills do not require accepting.

Typewriting Lesson XXXVII.—Practice for both hands.

13312	12312	32312	31312	21312	23212	12212	31312
Flank	frank	plank	prank	shank	slink	trunk	above

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXVIII.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons IX to XI.—1.—Mightiness, reside, resign, arising, rising. 2.—Restore, recess, resume, arisen, racers, resource, recital, rustily, armless, rayless, harmonies, harmonize, harmonious, raisin, erasing, racing, raising, ceremony, ceremonious, soreness, surly, sorely, showiness, shoreless, emptiness. 3.—Sourness, serial, showerless, release, realized.—35.

Shorthand Lesson XXII.—1.—Madden, man, inactive, line, lawn, lion, rotten, origin, rejoin, recoin, horn. 2.—Sexton, semi-tone, assign, sunshine, slain, sullen, sirloin, swollen, shaken, maiden, machine, men, mean, main, mane, moan, moon, moonshine, eleven, loan, lone, lane, lain, linen, lineal, learn, urban, urbane, retain, reckon, regain, organ, remain, Roman, renown. 3.—Seedsman, sixteen, smitten, seaman, sea-worn, cerulean, uneaten, untune, lean, loon, routine.—57.

Shorthand Lesson XXIV.—2.—Consumption, consultation, salvation, imitation, machination, mechanician, emigration, immigration, inattention, communication, nation, notion, numeration, enumeration, liberation, reaction, erection, revelation, revulsion, ration, oration, rational, irrational. 3.—Illusion, revolution.—25.

Shorthand Lesson XXVI.—1.—Delight, dried, dragged, draft, draught, jacket, jointed, occupied, capital, capitol, accepted, expand, accident, called, carat, accurate. 2.—Admit, dealt, daylight, adult, dread, drugged, drift, chestnut, adjourned, kept, couplet, cupboard, excepted, expended, account, country, conclude, cold, killed, cooled. 3.—Drilled, keyboard.—38.

Commercial Terms.—*Bail*—To give security for the reappearance of a person released from custody. *Bail Bond*—A document signed by one person as a security for the reappearance of another at a stated time.

Typewriting Lesson XXXVIII.—

The quick brown fox jumps over the lazy dog. The door to success is labelled ‘Push.’ ‘Tis education forms the common mind; as the twig is bent the tree’s inclined.

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XXXIX.

Write the words in shorthand in the position indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lesson XXVI.—1.—Accords, accordance, cornet, godly, congratulate, granite, flat, flight, fault, flashed, fright, sighted, stand, soft, salt, slight, slant, silent, sort, concert, might, met, omit, madam, mind, almond, mild, lightly, laughed, hard, hired. 2.—Critical, current, greatly, greater, grater, favorite, famed, phonetical, effort, comfort, fort, framed, evidence, event, convent, vertical, third, thread, threat, throat, speculate, estimate, courts, goodly, goodwill, float, afloat, fleet, felt, flushed, fret, freight, fruit, seated, suited, conceited, stained, stunned, modify, invade, replied, rippled, worked, erect, record, recreate, regulate, resort, sift, slate, salute, consult, mate, meet, meat, amount, meant, mend, amend, mailed, little, lately, left, heard, herd. 3.—Lift.—97.

Shorthand Lesson XXVIII.—1.—Smatter, smiter, matter, mitre, material-ly, maunder, minder, meander, neither, nitre, knotter, commander, enacter. 2.—Scimitar, smoother, smother, sumpter, centre, conserver, senator, sender, sunder, sounder, psalter, slaughter, slighter, slater, slitter, consulter, conciliator, saluter, assaulter, slander, slender, cylinder, Icelander, sorter, assorter, servitor, conservator, shatter, shutter, shooter, shouter, imparter, importer, embroider, immaterial-ly, melter, milter, moulder, emulator, murder, annotator, commentator, another, 'enter, neater, neuter, commentor, commander, nectar, communicator, inviter, innovator.—65.

Verbal Distinctions.—Note the difference in spelling, pronunciation and meaning.—*Ingenious*, skillful or prompt to invent; *ingenuous*, free from deception. (SYNONYMS: Open, unreserved, artless, plain, sincere, candid, fair, noble, generous.) “He is an author as well as an mechanic.”—SIR W. TEMPLE. “If an detestation of falsehood be carefully and early instilled, that is the true and genuine method to obviate dishonesty.”—LOCKE.

Typewriting Lesson XXXIX.—

Pack my box with five dozen liquor jugs. Frowsy quacks jump, vex and blight. Abstemious. Facetious.

SPELLING EXERCISES AND SHORTHAND PRACTICE.

LESSON XL.

Write the words in shorthand in the positions indicated by the figures. Insert all the vowels that are sounded.

Shorthand Lessons I to VIII.—1.—Abominate, monitory. 2.—BURNISH, tactic, pathetic, territory, tardily, tornado, admonish, diminish, coquetry, cantata, guarantee, factory, victory. 3.—Torpedo.—16.

Shorthand Lesson IX to XI.—1.—Sank, soil, sly. 2.—Sunset, sincere, sincerely, snail, sunless, sinless, snare, snore, scenery, sunrise, sunk, sink, soul, sole, sail, sale. 3.—Sneer, senior, seal, ceil, slew, silly.—26.

Shorthand Lessons XVII to XX.—1.—Bother, blot, blight. 2.—Able, blow, bather, belabor, bloat. 3.—Blew, blue, bleat.

Shorthand Lesson XXII.—1.—Plan, pollen, prance, purloin, bobbin. 2.—Plain, plane, complain, pardons, prudence, precedence, prone, apron. 3.—Puritan, prune, prince, appearance, baboon.—18.

Shorthand Lesson XXIV.—2.—Declension, definition, discussion, edition, addition, condition, donation, duration, exception, explosion, expression, expiration, exemption, occasion, connection, occasional, occasionally, auctioneer, collection.—19.

Shorthand Lesson XXVIII.—1.—Stockholder, stamper, starter, scalders. 2.—Violator, converter, supporter, conspirator, conspirer, superior, stakeholder, stumper, constructor, sculptor, scolder, softer, sifter, sister, take in. 3.—Constrictor.—19.

Commercial Terms.—*Tonnage*, weight of a ship's load; capacity of a vessel. *Wharfage*, money paid for the use of a wharf or dock. *Tender*, to offer for acceptance. *Legal tender* is such money as the law prescribes shall pass current. *Profit and Loss*—A commercial term used to express a gain or loss in business transactions.

Typewriting Lesson XL.—

It is never too late to learn. Your favor of recent date is at hand. Hoping to hear from you soon, we are. Deserve success if you expect to attain it. A man diligent in business shall stand before kings. The idle man's brain is the devil's workshop.

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